

THE TIMES Educational Supplement

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Break

No blacks in Bradford

By all accounts last week's Great Debate in Bradford was even less open than the one the previous week in Newcastle. It was not of course a debate at all. Nor did the minister give the impression of being in any way enlightened.

For a start there seemed to be no Asian faces among the invited delegates, which was a large im-

Bill Wright had said, he had made a spontaneous speech and not a ser-

The affair felt like a school speech day but there were some light moments and a splendid lunch pro-

The disruption from the Bingley College of Education students outside up to be by some newspapers. It appeared that someone was bitten on the hand and that a window was smashed but the bashing of windows with coins, which drew things to a halt, did not begin until the last hour of the conference.

Top 10 per cent

Footnote to the great debate: there is much talk of the large increase in the number of young people getting O levels and much talk also of re-introducing some sort of group certificate. A recent analysis of the figures for O-level passes showed the following:

Table with 2 columns: Subject, 1961/2, 1964/5, 1968/9, 1974/5. Rows include English Language, Mathematics, Modern Languages, etc.

Know-all

What was conceived by Patrick Moore, goes round in circles, and carries birthday blessings from King Butler, in exotic plumage, knocking dutifully on an ancient wooden door?



"How ambitious me to refrain as a maths teacher is hardly friendly when it's maths I'm teaching them."

to Home shows the progress of a little boy, *Going Up a Girl*.

Sex equality for grown-ups is still a thing of the future, however. There is a rule for authors in *Mothers and Toddler Groups*, another booklet from the same source (40p each, reductions for five or more). This one is aimed at teachers. Based on the assumption that it is a good idea, in communities where home visits are not provided, for parents to set up their own groups, it suggests ways of contacting mothers and children who might benefit, advises on methods of setting up groups and cites examples of successful ones.

The publications are all available from the secretary, Community Education Centre, c/o John Gilsion School, George Street, Coventry.

Most awful muddle

At last a convincing analysis of the reasons behind former NUT president Max Morris's resignation from the Communist Party. The party's education advisory committee's magazine, *Education Today*, contains an article by a Ned Nevitt from which experienced Kremlinologists can piece together the causes of Morris's departure.

Nevitt proposes a "broad left" grouping of socialist teachers which he says would gain support if the negative "not banking" approach could be avoided. Morris, it may be remembered, has been devoting much of his considerable powers of oratory and literacy to denouncing the non-aligned, Marxist Socialist, Socialist Workers Party supporters or members of Ravik and Fife.

The Nevitt line is that personal denunciation of the ultra-left leaves the door wide open for the right to creep in. "It means that we alienate many of the young non-aligned socialist teachers. If we are to move teachers and their organizations leftwards, then the defeat of right-wing ideas must be our first task."

Morris's resignation then, can be put down to a difference of opinion on how to defeat Trotskyism which, as we are told on page 7 of the magazine, has an epistemological defect in its "certain subjectivism and voluntarism, an unprincipled collectivism."

And, as we know all along, "dialectical materialism was always alien to 'Judias Trotsky' as Lenin called him, repeatedly described his statements as 'empty and meaningless exclamations', 'padding-up phrases' and 'the most awful kind of ideas' in which there was no sense".

UK genius lives OK

A new landmark will soon emerge over the trestle of Battersea Park where the familiar one stood. On top of a 150-foot tower, a hold-red, white and blue sign will pro-

Back to school -dole in hand

by Mark Jackson

The Department of Health and Social Security has quietly decided to let some jobless teenagers go back to school without taking away their social security benefits.

The concession is an extension of that announced last month for further education courses, and will apply only to areas where further education colleges are full. The department was persuaded to make the concession by Liverpool's education committee who are setting up special three-days-a-week courses for 300 youngsters at one of the city's schools.

Just last week a DHSS spokesman said that he had approved the Liverpool arrangement as a special case, because of high unemployment in the area and the fact that there were no vacant places in the further education colleges.

The concession would be made if similar circumstances were shown to exist elsewhere.

Last month it was announced that teenagers on further education courses throughout the country could still get their social security benefits—provided that the courses were not more than three days a week and that the students would be available to take a job if offered.

Pupils already on full-time further education courses were not allowed to switch to part-time, and in the case of school courses they would have to be unemployed for six months to qualify.

The nine Liverpool schools have agreed to accept the pupils only if extra staff are provided, and Training Services Agency funds will pay for fifteen unemployed teachers to be taken on from Easter. But because their salaries will come out of the job creation programme, they can only be employed temporarily.

But Mr Ken Aitcliffe, the director of education, said this week that the courses might continue with a fresh batch of teachers if necessary. He expected that they would be recruited from among those who had recently completed their training at colleges in the area.

DES bailed out by rival Ministry

by Bob Doe

The Department of Industry is financing a number of schemes to improve schoolchildren's understanding of industry after the Department of Education and Science, which had originally advocated such moves, has refused to finance them.

End of the road for AEC

The collapse of the negotiations between the Association of Education Committees and the two major local authority associations (page 3) should be seen for what it is—bad news for the education service. This is not just a trivial incident in the boring history of local government. The demise of the AEC marks the triumph of those forces in local government which are hostile, or at best indifferent, towards education.

Ever since the reorganization of local government in 1974 there have been desultory negotiations aimed at merging the AEC with the Council of Local Education Authorities (CLEA) set up by the Association of County Councils and the Association of Metropolitan Authorities. After reorganization, the ACC and the AMA had advised their members to withdraw from the AEC. About two-thirds of them did so. But the third who remained, and many education committee members among the authorities which withdrew, argued that what was needed was not the elimination of the AEC, but the fusion of the education interests of all the associations into a revitalized and effective CLEA.

The leaders of the AMA and the ACC, notably Sir Robert Thomas, were adamantly opposed from the start to anything at the national level which gave any degree of independent existence to education committees. All the negotiations with the AEC were devoted to how CLEA could be given a greater credibility and usefulness without challenging the corporate unity of the major associations. The ACC and the AMA continued to have their own, already strictly limited, education committees. Each had their own administrative officer. Only those matters on which both were agreed were remitted to CLEA.

Even so, an eventual offer was made to the AEC which was intended to give some new life to CLEA. In the event, the ACC and AMA have decided that they can make no deal with the AEC because they might by doing so incur a financial liability at some time in the future. The assets of the AEC comprise, in the main, offices in the West End of London which are subject to various planning restrictions which would affect both the sale price and saleability. If the two major associations allow the AEC to merge with them and take over its assets, they would also have to take over its liabilities, which in the longer term are limited.

The Labour-dominated AMA and the Conservative-dominated ACC had their political differences to maintain. But on one thing they were agreed. They did not want a strong voice to emerge which could speak with clarity and passion on matters of educational policy. They did not want any of the services administered by local government to get a separate platform. Their dedication to local government itself, in the present philosophy of corporate management, precluded any dedicated loyalty to any particular service.

Next week, in the first of two articles in the *TES*, Patricia Rowan reports on the progress of corporate management in the wake of the Avon scandal where the chief education officer, Mr Derrick Williams, recently resigned because his job had been made impossible by the way local politicians had interpreted their corporate objectives. The same tensions are reflected within the national associations, except that strong personalities have been lacking to fight education's case, and the scope of the ACC and AMA education committees have been narrowly circumscribed.

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Exit Lord Alexander.

to the pensions of Lord Alexander and a former member of the staff.

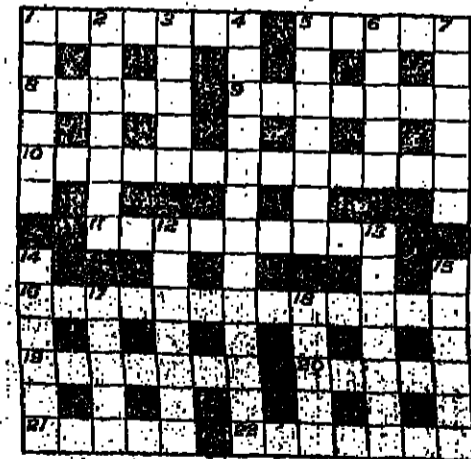
Because these pensions are protected under the Pensions (Increase) Act, there is, therefore, a contingent liability which could in certain circumstances exceed the assets. Rather than run this modest risk—and find themselves paying towards the pensions of two people whose working life was spent in another corner of the local government field, the two major associations have withdrawn from the negotiations. They may come back as a bidder for the *Journal of Education*, but they can now sit back and watch the AEC fold up, which it will decide to do at a special general meeting later this month.

See page 2, Obituary for the AEC.

No comment

Any boy caught swinging on the new curtains fitted to the stage, may well find himself suspended.—Deputy Head's announcement at morning assembly.

Crossword No 1,075



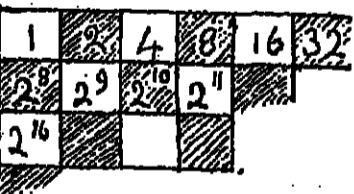
ACROSS: 1. CIUS may blow his top (7). 5. Domain costing an actual thousand (5). 8. Is someone accountable for this act? (5). 9. French blue is smaler (7). 10. Nurse attending surgery? (11). 11. Trail of one who didn't wipe his feet on the mat (8). 16. Annihilator of 11 in the house (6, 7).

4. Where one sits for examination on matters of incisive importance (5, 3). 5. U. S. Coleridge's stately pleasure dome (7). 6. Was for years enraptured by a pine tree (5). 7. One who proclaims his cause of death (6). 12. Describes the sound of being "rooted" (7). 13. Benevolent comrade reluctantly (7). 14. Got round in Artistic Doublet style (6). 15. Sounds horrible to him (9). 17. No bird for the hat (5). 19. Page of degree, the instance (7). 20. Likely to cause ill feeling (7). 21. But Hamlet was not one of the great ones (5). 22. Occasions when the actor has no job? (4, 3).

DOWN: 1. Carried in expectation of footman (6). 2. Extreme left wing in the van (3, 4). 3. Acting asset for beating side (5).

Maths teasers

REWARDING THE INVENTOR OF CHESS



Grains of wheat



Talents of silver

A legend tells how the Shah of Persia offered a reward to the man who invented the game of chess; the inventor modestly asked for one grain of wheat for the first square of the chess board, two grains for the second square, four for the third, and so on, doubling the number of grains on each square. The lower mathematical calculations that the requisite total number of grains of wheat would be

2<sup>63</sup> - 1, and that all the barns in the country could not contain so much wheat, even if it were obtainable. Such a reward was, therefore, impossible.

The legend does not tell of any alternative reward being offered; on the supposition that a cash prize would be acceptable, the Shah might have offered to give him two talents of silver for the first square, four for the second, eight for the third, and so on, doubling the number of talents each time, but with the proviso that only the units figures would be used in calculating the total amount of the prize, so that for the fourth square only six talents would be added instead of 16, and only two talents instead of 32 for the next square. What was the value of the prize in silver talents?

POWERS OF 2

A sequel to the problem of the reward for the inventor of chess; complete this table which shows the first eight powers of 2, (2<sup>1</sup> to 2<sup>8</sup>), and the remainders when these numbers are divided by 3, 5, 6, 7 and 9.

Table with 5 columns: Power of 2, Remainder by 3, Remainder by 5, Remainder by 6, Remainder by 7, Remainder by 9.

Next week

Cooperation between independent and state schools: Peter Cozwell considers the possibilities.

Teachers and social workers: the conflict areas; "Hilston Teachers".

Radio: Michael Cook argues that BBC school radio is wronging in its own descent.

Books: C. R. Huxley discusses the importance of Claude Lévi-Strauss.

TES Extra: Careers.



The pre-school path: Virginia Makins looks at nursery school research projects, page 8.

Pay later

Talks on the teachers' pay claim continued last week with a management offer of a minimum £105 a year which was not accepted. page 3

Too far apart

A comprehensive head casts doubts on the offer of the public schools to cooperate with the state sector. Peter Corral page 19

Fees row

A row between the Government and local authorities over places at independent schools is revealed in the account of the rate support grant. page 4

Whither school radio?

BBC School Radio has come a long way in 43 years. Michael Cook looks at some disturbing recent developments. page 22

Latin quartered

HM Inspectors find classics in retreat in comprehensives. page 5

History books

The London School Book Exhibition organized by the LETA at the Central Hall, Westminster, from March 15-17. Five special pages of school history book reviews conclude with the exhibition. pages 26-30

Copying it right

Schools should have to pay an annual license fee for photocopying or recording material produced by others, says the Whitford Committee. see on copyright. page 6

Extra: Careers guidance

page 35-46

Above their heads?

Are too many over-16s staying in education? Education Minister Gordon Oakes asked at a BACIE conference on Tuesday. page 6

Hopping off

Parents who keep their children away from school are the biggest problem for teachers dealing with truancy, says the Assistant Masters' Association. page 7

India votes

A chastening experience for Mrs Gandhi but no major change for education? A. S. Airham discusses next week's general election in India. page 13

Classified ad index

page 33

# Curtain about to fall on AEC

The Association of Education Committees, for nearly 70 years one of the most effective vehicles of education in central Government's control of the education service. "My greatest fear is that by failing to handle the education service reasonably and to permit an effective voice for the education service, the local authority will be deprived of the right to central Government," he said. The plan had been for the AEC to merge with the Council of Local Education Authorities, which has been run jointly by the ACC and the AMA since the 1974 local government reorganization. Lord Alexander had criticized CLEA in the past for not being the "effective single voice" for education and said again this week that it was imperative to have such a body. A successful merger with CLEA would have provided that voice, he said.

It is understood that the ACC and the AMA started negotiations thinking the AEC's assets would be greater than its liabilities. The two associations now think that this may not be so. The biggest cost is

likely to be Lord Alexander's pension and that of another former member of the staff, Mr Tom Coulson, secretary of the AMA, said: "We did feel that because of the financial complications of the AEC it would make sense for them to look after their own affairs and wind themselves up."

The ACC and the AMA said they had not yet ruled out the possibility of taking over the Councils and Education Press, whose publications include the weekly journal *Education* and the Education Committee's Year Book. Lord Alexander said the £40,000-worth of shares in the press would now go on the open market.

A paper used as the basis for the negotiations by the three associations said that the company's trading position had for some years been one of "steady deterioration". The paper added that the company had made profits in the past and that the support of the ACC and the AMA "could revitalize Education".

Mark Vaughan

# £105 a year offer turned down Increments hold up pay deal again

By Stephen Cohen

Teachers' leaders last week rejected the offer of a pay rise of at least £105 a year.

The management side of the Burnham Committee, which negotiates teachers' salaries, had proposed a three-year increase. Teachers earning less than £2,600 would get an extra £105; those between £2,600 and £4,160 would get a rise of 5 per cent minus £27; those earning more than £4,160 would get £180.

But the teachers' leaders disagreed over how much should be deducted from the total pay claim in order to keep within the social contract. The management side had said that £13.27m should be knocked off the claim because the annual increments that most teachers get were an additional cost on the salary bill.

But the teachers had argued that it had not been proved that increments would cost anything like this figure. Disagreement over the annual increments has been going on for several months with the teachers weighing in with evidence from the TUC and the employers countering with figures from the Department of Employment.

At last week's meeting the teachers presented advice from the TUC, which said it was not fully satisfied with the calculations. But there was no detailed debate on the figures and the management side agreed to trim the deduction from £13.27m to £11.7m. This would mean an extra 46 pence a week in pay packets.

Next week's meeting of the Burnham Committee should finally see some agreement on how much money is available for pay rises. Discussions will then concentrate on how that money is to be divided.

The National Association of Schoolmasters-Union of Women Teachers wants to preserve differentials between the various salary grades as much as possible. But the National Union of Teachers and others are concerned that lower-paid staff do not come off worse.

All the unions accept that the settlement has to be within the social contract, which prescribes a maximum of £4 a week rise and a minimum of £2.50. If applied in full, these rules would give teachers at least £130 a year and at most £208.

The management's offer last week meant a reduction in these sums by about £27. This could be whittled down to about £24 next week.

Whatever the final decision, all the teachers' unions will next year find out their local authority salary bills to see if they can be kept within the social contract, which prescribes a maximum of £4 a week rise and a minimum of £2.50. If applied in full, these rules would give teachers at least £130 a year and at most £208.

# Brains for the picking

Noel Hughes

With the Government's legislative programme in mind there are programs in plenty for Bills to be brought forward to fill up the time. But Parliament legislates too much and could, with benefit, think more and decide less.

In the more spacious weeks ahead, there should be ample time for a probing debate into the Whitford Committee report on copyright and design law, not merely because the law is chaotic, confusing and, to most, incomprehensible, but because its neglect is causing grave harm to the social fabric. Anyway, it is a concrete area to base a national economic strategy on the exploitation of skill and brains, while the rights on intellectual property are given threadbare protection.

The Whitford Committee clearly belongs to the robust, no-nonsense school. Its discussion of the issues is commonsensical rather than subtle; it shrinks from courses, however else justified, that would produce unenforceable law; and it clearly prefers indicating where solutions should be sought to saying what they ought to be.

But there are two dangers in this approach. In putting such a high value on revisions that would be acceptable, easily enforced and administratively convenient it is easy for the underlying purpose of copyright—the protection of intellectual property—their lost sight of. Pragmatic can be a last resort. Unless the purpose of the law and the means of enforcing it are in obvious harmony many of the shortcomings of existing law may be reintroduced.

Again, in refraining from making too precise recommendations on copyright protection, the committee may have given insufficient guidance for naturally warring parties to find compromise.

The education authorities and the schoolbook publishers have long sought—and in vain—a blanket licensing agreement to cover photocopying. In fact, the publishers are themselves more divided than ever.

And, with the untimely death of Mr Ron Barker, secretary of the Publishers' Association and its virtually irreplaceable expert on copyright law, they are in some disarray. But just what would the licensing agreement endeavour to do: provide a decent white-wash of the law; recompense the publishers and authors (the Inner London Education Authority would give not a penny to publishers) in proportion to financial loss through unauthorised copies, assuming the publishers could prove they were suffering a loss; or act as a deterrent tax on what? It is hardly likely that the parties will agree on how to license photocopying until they can first determine what is the harm they are trying to overcome—and on this, Whitford is not particularly helpful.

It is not at all clear that the law does not require a Public Lending Right in course of enactment. That is no longer true. It is possible that, among the reasons for the Bill's failure was a lack of enthusiasm for a scheme whose administrative costs absorbed the larger part of the yield. Would the blanket license be any different?

Unless there is a clear intention to impose a deterrent tax on photocopying of a size that would actually deter, there would seem little point in putting a charge on education if the bulk of the yield were not transferred to publishers and authors.

Linking a public lending right to the licensing of photocopying may not be to the liking of publishers. They made no claim to any part of the yield of a P.L.R. and this may be taken by some as proof that their title to a licence yield. Presumably the ILFA would argue so.

Where Whitford is at its best is in dealing in an ad hoc way with the quite extraordinary number of problems thrown up by the current work. Its discussion of the issues is sensible; that the union of deposit libraries should continue to receive their benefits, and no less sensible that the publishing industry should be relieved of the present burden of providing them.

To add the library of Manchester

# Obituary for the AEC

To write the obituary of the Association of Education Committees, in principle if not in practice, increased the autonomy of the local authority. It also undoubtedly undermined the special relationship between education committees and the Ministry of Education, and the importance of the AEC as the national co-ordinating body for education at local and central level.

When Peter Walker's reorganization came, it was inspired by the doctrine of the unity of the local authority as a corporate entity to which all the various services must be made wholly subordinate. The new local authority set-up left no elbow-room for the AEC.

Another motif can be seen alongside this record of events. In educational terms, the powers of the local authorities to influence policy have steadily declined. The present re-assertion of power by the DES (first by the 1976 Education Act; second, by the moves taken by Mr Callaghan and Mrs Williams to stake out a higher claim on the curriculum) is a reflection of the collapse of local authority influence in educational policy-making. It was, in part, the feebleness of the local authorities which enabled the teachers' unions to overplay their hands in the Schools Council and give the DES an excuse to step in. Similarly, the absence of any serious part for local education authorities in the great debate is a realistic recognition by the DES that they are preoccupied with other things.

If Mrs Williams is successful in her bid for specific grants at her disposal alongside the rate support grant, these will be the financial weapons which will clinch the power shift. What L.E.A. will spend money from the education support grant is the Secretary of State's step to step in with her own programme? Once started on this road, the Secretary of State will rapidly find herself with a monopoly of power for innovation and change, and education committees will be more than over at the mercy of their backwoodsmen and corporate managers.

This points to a gloomy future indeed. Some chief education officers have spoken of the possibility of the education service being removed from local government and placed under central government. The evidence of the health service bureaucracy is an awful warning. Lord Alexander calls for ad hoc L.E.A.s—a desperate remedy which As the ABC folds its tents and takes its leave, it is up to those who remain to examine the long-term implications and to make sure that in the synthetic excitement of the Great Debate, the diversity of the education system is retained, together with the vital energy needed at the local level to sustain it.

By the end of the 1950s, the writing was on the wall. The reform of local government finance sustained the general grant principle for the percentage grants for particular services. Instead of paying the Government grant for education at 60 per cent of approved expenditure by each L.E.A. (subject to the inevitable complicated qualification arrangements), the money was allocated as part of a general grant in aid of all local authority spending. This limited

# Job schemes questioned

It was much more useful to train and educate young people up to the age of 18 than to spend large sums of money on job creation schemes, Lord Alexander told a House of Lords committee this week.

He was speaking on Wednesday at the social affairs sub-committee of the European Communities committee which was held at a school from the Department of Education and Science.

Lord Alexander, who is secretary of the Association of Education Committees, said that developed technological societies would need fewer workers. People who would have to be retired earlier or brought into the employment market later—

and he favoured the latter.

In reply, Mr R. H. Bird, Under Secretary at the DES, said he was not sure that the extra two years of education or training would always be used profitably.

Lady Seear, chairman, asked why industry had skilled vacancies that could not be filled. The DES said it was puzzled, since there seemed to be enough school leavers with the right qualifications.

A suggestion from Lady Tweedsmuir that all young people should have to do a compulsory period of community service was not met with much enthusiasm. The idea of compulsory work would be difficult to reconcile with the concept of service, she was told by another DES official.



Kojak-style buses—complete with flashing lights—could soon be carrying children in the North Tyneside valley to school. The North Tyneside Water Authority is considering providing transport with this added safety measure of flashing lights because parents fear accidents may be caused by the many trucks using local roads for work on the Kielder reservoir project.

# Teachers have little to learn about the world of work

Having to work for a year between leaving school and starting teacher training, as suggested by the DES, would put off good candidates, a teachers' leader claimed yesterday.

Miss Joyce Baird, incoming president of the 40,000 strong Association of Assistant Mistresses, told the annual conference in London she did not believe the implication that intending teachers did not know the world of work.

"This seems to imply that intending teachers know nothing of the world outside school. That I do not believe. Most of them have work experience at weekends and in their holidays."

Another idea, from an EEC document, that job experience could somehow be incorporated into initial training was described by Miss Baird as "fantastic". "Every minute is needed for personal education and sound pedagogical training", she said.

She told the conference that the average English secondary teacher taught 30 periods of 40 minutes each, compared with 24 lessons of 40 minutes each in Sweden, 20 lessons of 50 minutes each in Austria and 15 lessons of 55 minutes each in France. She called for more flexibility in hours of work, particularly for primary teachers, who were worse off than their secondary colleagues.

# Letters to the Editor

## Hard facts on maths jobs

Sir,—You report (TES, February 25) that Government estimates show a shortage of more than 2,000 well-qualified mathematics teachers in schools last year with a corresponding shortage of more than 700 graduate physics teachers. These figures require considerable clarification if they are not to be totally misleading to the teachers of their origin and their limitations.

Your report does, it is true, mention that the estimates are based on a questionnaire sent out to 653 head teachers. It does not mention that only 469 responded. Nor does it make clear the total unreality of the main question to which they were asked to respond. This was to indicate, "What changes, if any, would you wish to make in the composition of your teaching staff if there were no constraints on the types of teachers you were able to recruit?" Given such an invitation it is scarcely surprising that heads thought in ideal terms of an almost wholly graduate profession.

The 1976 Secondary School Teacher Shortage Survey, from which the reported estimates came, also suggested that head teachers thought they had net surpluses of 739 mathematics and 301 non-graduate physics teachers. Overall the survey suggests that in an ideal world there would be 8,828 graduate teachers more, but only 4,054 non-graduates.

These figures, are of course, totally unrealistic if related to employment prospects. Furthermore, if one analyses the estimated shortages for previous years, they show a pattern whatever year. The shortages of graduate physics teachers were: 233; 534; 345; 725; and in each of these years there is every reason to believe that the graduate science teaching force continued to grow by at least some 1,000 and 1,500 per annum, of which just under a third would be graduate physics teachers.

Thus the survey is telling us that the shortage of graduates is greater, as the number of graduates

## About turn on safety

Sir,—The article by Barrie Flynn ("What price safety", TES, February 25) dealt in part with the delay in the implementation of the provisions for on-site safety committees and representatives under the Health and Safety at Work Act, 1974.

We would like to make the following facts clear. Before Christmas there was much publicity about the Government's decision to defer the introduction of regulations concerning safety representatives. However, there has not been the same amount of publicity over the Government's policy face. The Royal Society for the Prevention of Accidents received a letter from the Chairman of the Health and Safety Commission on 17th which said:

"Following strong representations from the Commission of the States for Jersey, the Secretary of State for Employment has recently announced in Parliament that the Government has approved our proposals for regulations concerning safety representatives under the Health and Safety at Work Act, 1974."

The letter goes on to say that schools will be treated as special places of work and recognized in appointing safety representatives from among the employed staff.

The implications of the introduction of these regulations will be far-reaching and the time has come for teachers in every type of school environment not only to consider the environment as it applies to them as employees under the Act but as a living and continuous part of the recognition of their own status as a profession.

DAVID LARDER,  
Director of Safety Education,  
RoSPA, Birmingham.

# Wealth and commonwealth

While President Amin is safely playing basketball in Cairo the Commonwealth education ministers are foregathering in Accra for the seventh Commonwealth education conference. All this week teams of officials, among them a large and distinguished delegation from this country, have been working to the agenda. On Monday (Commonwealth Day) the week's work was divided into three sections—education policy and the national budget, cost effectiveness in providing education, and the financing of education.

Britain is feeling particularly broke at present, with the exception of Nigeria and Trinidad, who have oil, everyone is in the same boat. Australia, for example, one of the last of the big spenders, is now faced with a new government and a programme of cuts in public spending.

While such conferences are certainly designed to encourage the rich to help the poor, there has been in recent years a growing will-

ingness to act as equal colleagues in adversity, pooling useful ideas. For example, considerable interest is expected from Britain, among others, in the work which Singapore, Malia and Hongkong have been doing in technical education. This sort of more equal cooperation is something the Commonwealth Secretariat in London have been assiduously fostering. They do not expect the issue of fees for overseas students to be a flash point. That subject has pre-occupied the education liaison committee which meets regularly in London because that is manned by students in this country.

But Britain is not the only country to have raised fees and Commonwealth students by no means look exclusively to Britain for university education these days. The secretary of education in the Commonwealth regionalism with, for example, Southern African countries sending their students to Lusaka; those in South-East Asia sending them to Singapore or Kuala Lumpur. There is feeling that sending the best and brightest to study in Europe may not really be in the sending countries' best interests.

	1974	1975	1976
Vacancies	271	275	326
Mathematics	723	20	124
Biology	63	30	49
Chemistry	135	60	7
Physics	267	63	39
Other sciences	156	16	42
All science	621	181	137

In my view the trend shown by these figures should be the one getting publicity. It is consistent with the growth of teacher supply and with the increasing competition and with the increasing statistic that new recruits experience when applying for their first posts.

If this trend continues, then we will soon be in the embarrassing position of training physicists for physics posts which do not exist, no matter what head teachers' returns and idealistic questionnaires say. And the particular irony of this will be that, if it is allowed to happen, it will happen when the quality of recruits is at its highest since the Second World War.

There are clear signs in the present debate that physics is seen by most as the key science subject. Furthermore, there are clear signs in many schools that the market value of a physics qualification is being increasingly recognized by the school-leaver, facing the spectre of unemployment. This opportunity is being missed. This situation creates a case for recruiting to the profession of unemployment teachers' there. There are already signs that this might be the case.

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Centre for Studies in Science Edu-  
cation, University of Leeds.

# Whitehall bails out DES industry centres

Continued from page 1

are soon to be involved in a new curriculum development project which should introduce more industrial examples into school physics.

This project is to be run jointly by the Association for Science Education and the Council of Engineering Institutions. The Department of Industry is expected to give £25,000 for printing and distribution costs.

"The DES know all about it, though they haven't been terribly positive about it," says Mr Peter South, CEI education officer.

The Department of Industry's support for such projects came from the Report of the Industry Development Board's Project Engineers and Technologists for Tomorrow (PET) which produces the school engineering colour magazine *Project*.

This week Mr Fall denied that the Department of Industry moves implied criticism of the DES. "Part of the DOR's responsibility for industrial strategy is to see that industry gets the resources it wants and that includes the manpower and industry, the goodwill built up with local industrialists, and even job creation schemes based on the centres."

But the apparent willingness of the Department of Industry to support ventures which are clearly concerned with education rather than training goes further still. They

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# Wolsey Hall Oxford

More letters, pages 16, 17.

# L.e.a.s in row over independent places

by Mark Vaughan  
A row between the local authority associations and the Government over the number of places taken up by L.e.a.s at independent and former direct grant schools is revealed in a report published this week.

The report, *Rate Support Grant, Eighth Period*, which is published jointly by all the local authority associations, describes the progress of negotiations between central and local government on the level of local authority spending from 1977 to 1980.

The Government, it says, told the local authorities they should adopt a much more rigorous attitude to requests from parents for assistance in paying fees at these schools. The associations told the Government that the suggested reduction in spending in this area—£4m in 1977/78—was "totally unrealistic".

The Government drew attention to the increased number of these schools during the year and argued that there was a growing tendency to educate more and more hand-capped pupils in primary and secondary schools. Authorities were also told to examine "carefully" the scope for reducing this expenditure, particularly when adequate provision could be made in maintained schools.

The associations told the Government that a large part of the expenditure was committed since the children were already attending the schools. Some authorities simply did not have sufficient places in their maintained schools, and in the short term had no alternative to using independent and former direct grant schools.

# Closure—and quick rescue

The closure of two London colleges of education—Sidney Webb and Philippa Fawcett, was recommended by Mr Peter Newsam, education officer of the Inner London Education Authority, in a report to an ILEA sub-committee this week. But Shoreditch College, Egham, under threat in recent weeks, should be saved if possible, says the report.

The Government had suggested that, as part of its aim to reduce the country's teacher training places to 35,000 by 1984, the authority cut its present number of 2,800 to a total of 2,000—including 1,556 initial training places. Philippa Fawcett, at Streatham, and Sidney Webb, part of the Polytechnic of Central London, should go it had suggested.

Now Mr Newsam says reluctantly that he can make no alternative recommendation to save the two colleges.

It now seems certain that Shoreditch will be saved by merging the college with Brunel University at Uxbridge, about 12 miles away.

The proposal will go before the university senate next Tuesday and a spokesman for the college said this week they were confident the idea would be accepted.

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# Secrecy was wrong, says Ombudsman

The Local Government Ombudsman has turned down three allegations by a parent that North Yorkshire county council had misled his children transferred to another school—a final decision was taken at a secret meeting where the parent was not allowed to attend.

# PERSONAL COLUMN

John Rae  
**Upper crust on a workers' pie**

The tragic death of Tony Crossland and the succession of David Owen to the Foreign Office, have brought me back to a theme that has long interested me: the role of public schoolboys in the history of the left in Britain.

Most striking of all has been the extraordinary influence that has been exerted on the public schoolboy by the Labour Party. A glance at the author's quarterly journal *Thought of the British Labour Party* gives some idea of the extent of this influence.

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# Smoking a bad lesson-Minister

Teachers should not allow themselves to be seen smoking by their pupils, Mr David Evans, Health Minister, recommended this week as part of the Government's anti-smoking campaign.

# Day off

Thousands of schoolchildren had a day at home on Wednesday as a strike by 54,000 public service workers in schools in parts of Britain.

# Food cuts go below DES levels

School meals for more than 100,000 children in Hereford and Worcester will have much less than the recommended levels of protein, calories and fats next year.

# Lecturers want own pay body

An end to the Burnham Committee as the agent for fixing further education teachers' salaries is called for today in a statement from the National Association of Teachers in Further and Higher Education.

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# As dead as dead can be . . . ?

HMI's report on the decline and fall of classics

Power pupils are learning Latin and Greek, according to a report published this week by the Department of Education and Science.

The new HMI series *Matters for Discussion* which started off last month with "Ten Good Schools", came down to a more prosaic level this week with the publication of "Classics in Comprehensive"—a report of research started by the Inspectorate in 1972.

Their survey of 309 comprehensives in 1973 discovered that half of these schools offered classics or the non-language "classical studies". Half of those offering classics did language work only and about one in ten did classical studies only.

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# Teach grammar successfully without formal methods

English Now by Ronald Ridout

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The old days—now the position of Greek is "bleak".

The new type of Latin course (such as the Cambridge school classics project) still had to prove their worth. "Able pupils are too often marking time", it said. New style courses to make Greek more popular were also needed.

But the DES will not necessarily be doing anything about these shortcomings. As well as their standard disassociation with the views expressed in the report—which are to be looked upon as only those of the classics inspectors—the preface includes the particularly pointed warning that, "Nothing said is to be construed as implying Government commitment to the provision of additional resources".

Classics in Comprehensives, HMSO, £1.50.

Bob Doe

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BACIE conference

Minister asks: are too many staying on?

The youth training and career development programme now being planned may be used by the Government to discourage "unavailable" pupils from staying in education beyond the school leaving age.

Mr Gordon Oakes, Minister of State in the Department of Education and Science, called this week for comprehensive counselling to pupils from the age of 13 to reduce the possibility that they would "end up in the wrong places".

Whitehall defends jobs scheme

The DES and the Training Services Agency are going ahead with their joint vocational preparation scheme in spite of criticism and the feeble response to the current pilot programme.

Mr Oakes appeared to be referring to criticisms in the TES that the pilot programme was too small to be taken seriously, and Mr J. Richards, head of his Further and Higher Education branch of the DES elaborated on this theme.

His remarks about unrealistic career aspirations, he said, did not apply to girls, who were not given the same degree of encouragement.

Mr Alan Evans, NIT education officer, said that Mr Oakes appeared to be going entirely on his personal hunches. "There was no evidence that staying on in full-time education was detrimental to individuals or to the economy, and considerable evidence that in an increasingly technological society it was vital for improving employment and career prospects."

Doubts on cash incentives

The Government has not yet decided whether to offer differential grants to attract students to subjects such as engineering, Mr Oakes told the conference.

Colin Evans, a grammarian at Pontardawe Comprehensive School, Glamorgan, is among latest crop of graduates from the Open University

Colin Evans, a grammarian at Pontardawe Comprehensive School, Glamorgan, is among latest crop of graduates from the Open University

OU to fight college closure

The Open University has made efforts to keep Milton Keynes College of Education open. The college was one of the 28 institutions which in January where teacher unions must cease by 1981.

Irish union puts its weight behind move to end selection

The 5,200-strong Irish National Teachers Organization, Northern Ireland's largest teacher union, has voted for the reorganization of secondary education along non-selective lines.

Mr Quinn argued that a system of 11 to 16 and 11 to 18 schools could not have equality of status because financial provision, better promotion prospects, greater opportunity for higher level work, would all give the 11 to 18 school an unfair advantage.

Open line

The Open University is now telephone talks. For £3 an hour groups of housewives and disabled students, including the blind, are being linked up by telephone to an Open University tutor to discuss the course.

Wakes dispute

Macclesfield teachers are again moving to curtail their annual holiday at the end of last year. The Wakes holiday at the end of last year was two weeks to one and a half at the end of September.

Numbers depend on what is meant by 'gifted'

Estimates of the number of gifted children in Britain varied according to how the term "gifted" was defined, Miss Margaret Jackson, Under Secretary of State, told the House of Commons, on Tuesday.

Mr Norman St John Stevas, chief Opposition spokesman on education (Chelmsford, C), since Mrs Shirley Williams became Secretary of State for Education, Science and the Arts, said that the Government's policy of reorganizing schools was also approved proposals to cease to maintain a total voluntary schools.

Molly-coddling mums hide the truants

by Stephen Cohen

Parents who connive at their children's truancy make the most difficult cases, a London teacher claimed this week.

Liz Picard (pseudonym) writes in the Journal of the Assistant Masters' Association this week that teachers get more trouble and have to spend more time and effort on truancy cases where parents collude with their children.

"The real problem is that unjustified absences which have the consent and knowledge of parents fall into so many different categories, and may be founded on subjective judgments in any case", she says.

Undergraduates target for Jubilee scholarships

by Sue Reid

The Jubilee scholarships announced last week to attract Britain's brightest sixth formers into university and polytechnic engineering courses will be small in number and highly prized.

A Department of Education and Science official said this week that they would be awarded to undergraduates entering existing engineering courses or higher education programmes "directly and specifically for particularly able candidates".

Selection of sixth formers for the scholarships would be based on the students' attainment, potential, character, motivation and capacity.

Staff turnover slows

More and more London teachers are sticking to the jobs they have, and not applying for others elsewhere. The Assistant Masters' Association's annual survey of teacher turnover in the capital reveals a striking improvement in the London boroughs where up to a third of staff used to resign every year.

The author says: "We all know that some parents write absence notes which are not in put too fine a point on it—truancy. They encourage their children to stay at home; one girl used to bring her mother by offering to do the ironing. These parents see no point in school, either in general, or because they are convinced that the child is incapable of deriving any further benefit from education."

"However ill-informed this view may be, they are usually sensible enough not to make obviously foolish claims as to why the child was absent. This child will have the every time there is an epidemic, he falls off his bicycle so that he is unable to walk with ease; he has a slight cough, or a bad stomach-ache."

"As long as the notes come regularly and the parents has the sense to leave small gaps between each separate affliction, he or she is very difficult to noble."

2,000 fight for youth theatre

Two thousand people have signed a petition to the council of the London Borough of Lewisham in an attempt to save a youth theatre from demolition.

The theatre is the creation of the staff and pupils of Forest Hill School. They took over a near-derelict convent some years ago and turned it into a fully equipped studio. Now the council wants the land for housing.

Mr Simon Lucas, director of the theatre and head of drama at Forest Hill School, said this week that their next production, West Side Story, was already in preparation.

Wakes dispute

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Table with 4 columns: Area, Payment Zones, 1973-74, 1974-75, 1975-76. Rows include Inner, Outer, and various boroughs like Barking, Brent, etc.

Backing for Schools council—despite faults

"Half-baked" ideas have been promoted by the Schools Council, says the National Association of Schoolmasters-Union of Women Teachers in a statement released today.

The deputy head of a Welsh comprehensive says in the same issue that the average fine for parents of truants is £4.

"The council, says the union, has sometimes been the victim of its own 'ill-considered enthusiasm'. This, coupled with a desire for speedy reform of what is taught in schools, has led to many ideas gaining greater currency than subsequent review has shown them to merit."

Wakes dispute

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Virginia Makins on the latest series of pre-school projects



### Mountain of know-how on nurseries

The last project planned under the Department of Education's £500,000 nursery research programme will be directed by Mr Martin Woodhead and Mr Phil Clift, from the National Foundation for Educational Research. They will study "continuity of children's experience" from three to eight—looking at the transition from nurseries and playgroups into infant schools, and from teacher to teacher within primaries.

The DES programme was set up after the 1972 White Paper had promised large scale nursery expansion. At the same time the Social Science Research Council earmarked about £200,000 for pre-school research.

These two sources, plus separate grants from the SSRC, the NFER and the Schools Council, mean that a massive and many-faceted study of nursery schools (and, to a lesser extent, playgroups) is under way—just when the nursery sector is threatened by spending cuts.

The style of nursery research has changed much since the American Headstart led the field. This week the results of that approach are neatly demonstrated by publication of a report on the NFER's 1968-73 project, which tried out a compensatory education programme designed for disadvantaged children. (*An Experiment in Nursery Education*, edited by Martin Woodhead, NFER Publishing Company, £3.95).

Teachers were asked to use an American structured language programme (the Peabody kit, modified for English use) with groups of children for 20 minutes every day. At the end of the programme, the Peabody children did better on various tests than the control groups. All social classes gained—but children who did only two terms improved as much as children who did it for longer.

But when the children were followed into their infant schools, the advantage had "washed out"—just as it did in many of the American Headstart programmes.

The new-style pre-school projects (where they relate to nursery education or playgroups) are moving much more delicately into the tricky area of nursery curriculum reform. Most of them are starting with observation; finding out what happens in nursery schools and classes, what are teachers' intentions, and what strategies they use.

But the intention—covert in some cases, overt in others—is to try out changes in curriculum and organization that might make nursery schools more effective in developing the abilities of young children. There is scepticism about "structured" programmes

designed to improve a narrow range of language or perceptual skills (Dr Barbara Tizard has suggested we might do better to teach skills like swimming or reading directly). But there is also a strong feeling that the traditional nursery school curriculum could do with analysis and development.

One DES project, directed by Dr Ray Sumner, of the NFER is developing materials for assessment and evaluation. It has piloted sets of scales in five areas: language (talking and listening); general physical development; social thinking and social skills; cognitive; and manual skills.

The idea is that teachers—using observation procedures and some game-like activities with children—can find out how children are developing, and which areas need particular attention.

Another project, directly funded by the NFER and directed by Mrs Audrey Curtis, is working with teachers to develop curriculum activities for children who start with a social handicap.

It is now at the stage of trying materials out in schools. Teachers work in 20-minute sessions with small groups, and back-up activities can be introduced by teachers and nursery nurses during the day.

The most straightforward curriculum development projects come from the Schools Council. Professor and Mrs Geoffrey Matthews's project on early mathematical experiences is now at a diffusion stage: they worked with teachers in 20 pilot and 60 associate areas to develop ideas about pre-school mathematics, and to now producing guide-books for teachers and videotapes for use in teacher and nursery nurse training.

And Dr Joan Toulg's five-year £189,000 project on early communication skills ends in 1978. The first part of the materials they produced (*Listening to Children Talking*) has already been reprinted; the second set—on fostering language skills—will appear in September. This has probably been the most influential project in the nursery field—1,500 teachers from 80 authorities were in the working parties.

A project moving towards active curriculum development is Dr Janet Philips' and Mr Asher Cashman's SSRC-funded observation of what nursery teachers actually do, how much and what kind of talk they have with individual pupils, and so on.

They are trying out action on the language front—hoping to develop strategies that teachers can use to help children when normal nursery activities do not work.

Mr Martin Woodhead's DES project "the nursery, role and deployment of staff in the nursery" is undertaking straight observation of nursery schools and classes, looking at styles of organization and different ways of dividing the work between teachers and nursery nurses.

Their observation is already leading them to hunches about the results of different styles, in terms of the kinds of contact children have with adults. Their data should bear directly on the debate about the effects of more or less teacher direction of children's activities in nursery schools.

Dr Barbara Tizard is mixing observation with action in her DES project on parent involvement in nursery schools and classes. They started this year and have been working in six schools, observing parent-teacher contacts, interviewing heads, teachers and parents, and suggesting small changes in procedures that might make contact easier. They help teachers communicate what they are trying to do.

Finally, the (SSRC-funded) Oxford Pre-school Research group, under Professor Bruner, have spanned several small-scale projects in Oxfordshire, some of them closely involving nursery teachers and playgroup leaders. They have designed an observational instrument which teachers (and playgroups) can use in several ways—to find out what is happening to a particular child, or to assess the results of different activities. They are working with teachers to identify their own strategies and tactics.

By the end of the decade, therefore, it should be possible to piece together a pretty complete picture of how nursery schools work, and how effective they seem to be.

There are other strands of current pre-school research. Several projects are engaged in observing children's learning and development at home—their language, activities and relations with adults. Others are looking at childminders—who are responsible for most of the pre-school care available to the growing number of working mothers.

When (and if) all this work is put together there should be a number of clear implications about the needs of parents and young children, and ways in which they might be met so that the children's intelligence and abilities are developed.

But the question remains whether any government will be prepared to divert resources to pre-school children and their parents on a large enough scale to put all this knowledge to use.

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National Savings for schools FEB 3

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## Work experience makes sense by Mark Jackson

The Work Experience Scheme, most sophisticated of the Government's youth employment measures, seems to be recovering from its shaky start, and is now finding places in industry for up to 1,000 more youngsters a week. The scheme, under which 16 to 18 year olds are attached to companies for six months' experience and training, is among the package of job crisis measures formally extended last week for a further four months. Applications were due to close this month, but will now be accepted until the end of July. Even so, nobody believes that the scheme will be wound up then, even if an economic super-miracle were to create an abundance of jobs. Although it has been hurriedly pressed into service as a crisis-first-aid, the scheme is a major development in the newly discovered field of transitional education, on which speeches are being lavished. Work experience is almost the exact opposite of the other main creation of the Government's job crisis programme, now to provide another 24,000 jobs at an extra cost of £25m, was introduced 18 months ago as a way of getting young people off the dole temporarily, but it included some element of training where possible. But the work experience scheme has training as a high priority. The fact that it also keeps young people gainfully occupied for a time has earned it a place in the crisis programme though it is not its underlying justification. The scheme's growth since it was started last September demonstrates that it makes sense as a long-term measure. The £19m were allocated to provide grants of £16 a week for more than 30,000 youngsters. At Christmas the mark, fewer than 7,000 had been placed. The Manpower Services Commission were not unduly shaken. They knew that whatever the pressures to reduce the dole queue quickly, the scheme needed time. Employers had to be persuaded to accept its long-term value and stop stewards to discard their suspicion that it was a gimmicky way of bringing in cheap labour. But by the beginning of last month about 70 places a week were being offered, and some selective advertising has now pushed it up, for the moment at least, to 1,000 a week. The MSC are cautious about making further forecasts, but it is now expected that the revised target of 20,000 will be reached by the new deadline with little difficulty. The extension means that the Cabinet will have time to consider the report now being prepared by the MSC working party under Mr Geoffrey Holland, its head of planning, on the feasibility of a long-term programme to guarantee two years' work training, or full-time education after school leaving age for everyone. Its recommendations are almost certain to include programmes for both work experience and job creation, taking between them around 100,000 youngsters a year. One idea is that young people could start with some work experience, go on to a created job project, and then out for some training or further experience. The work experience scheme has already yielded valuable results, including the realization by some employers that the present genera-

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## 'Direct action' by NAS-UWT

Earnings of industrial action if school staffing levels fall are contained in the preliminary agenda for the National Association of Schoolmasters-Union of Women Teachers' annual conference next month in Torquay.

The second resolution on the order paper reaffirms the association's policy of "resisting with direct action" any attempt to cut staffing standards from this year's levels. The motion has the support of the union's executive.

Another resolution urges positive action on the size of classes. Local authorities should be persuaded to employ jobless teachers to reduce class size, says the motion from six branches.

The union accepts the need for cuts in public spending, but regards the maintenance of present pupil-teacher ratios as critical.

Other motions express concern with the problem of severely disruptive children and the stress they impose on teachers. Teachers who work in special units for disruptive pupils should be paid the same salary as teachers in special schools, says the motion from Leeds and Haverling branches.

Further support for moves to "earnmark" part of the rate support grant given by central government to local authorities is contained in a resolution from Grimsby and South Glamorgan. The two branches want the grant to include specific sums of money which would be compulsorily allocated for spending on such items as in-service training and improving staffing levels.

Salary differentials are another worry. The executive supports a motion from Leeds and Coventry which, while accepting the need for

## Preston—Round 3 of the Great Debate

# Crisis of confidence —and cash

by Stephen Cohen

Britain is the only country with a wide-ranging examinations system for 16-year-olds, a head teacher told the Preston conference on the great education debate last week. No other developed nation found it necessary to have such a "leaving" system. Mr Allan Barnes, head of Kirkwood School, Kirkyrie,

He said this was ironic. Perhaps it was because more pupils left full-time education at 16 in Britain than in most other comparable countries. But there were three weaknesses in exams which needed urgent remedies.

There was a crisis of public confidence. "The value of the Certificate of Secondary Education is vitiated because it does not command the allegiance of employers, parents or pupils."

"Mainly this is because our most able students still take O level. But it is also in part because the principle of teacher control, fundamental to CSE, is not acceptable to important sections of the public."

"Even the G.C.E. boards do not command the same trust as formerly."

"Secondly, in the most crucial subjects—English and mathematics—there has been a divergence of view between specialist teachers and others, especially employers, about priorities."

"Thirdly, many schools find it hard to bring their pupils either to an O level pass or to CSE Grade One in some languages and sciences than in other subjects. Perhaps this is because of the inherent difficulty of the subjects, perhaps it is because teachers of quality in these fields are scarce, perhaps it is because physics, chemistry and German, for example, have traditionally attracted many able candidates."

Whatever the reason, the fact is that a major and under-rated reason for pupils turning away from these subjects is because neither pupils nor teachers willingly offer themselves for labelling as failures."

Mr Barnes advocated a common system of examining at 16-plus, as proposed by the Schools Council and now awaiting a decision by the Education Secretary.

Mr J. E. Tipping, from the North-west regional CSE examining board, said he wrote a year ago to the Engineering Employers' Federation to invite them to nominate a representative to sit on CSE subject panels. He was still waiting for a reply.

It was very difficult to find out what industrialists wanted from schools, Mr Tipping said.

Mr Gordon Oakes, the Minister presiding over the conference, said afterwards that he thought there was a consensus that science and mathematics were needed by industry, and a public awareness that schools should concentrate on these subjects.

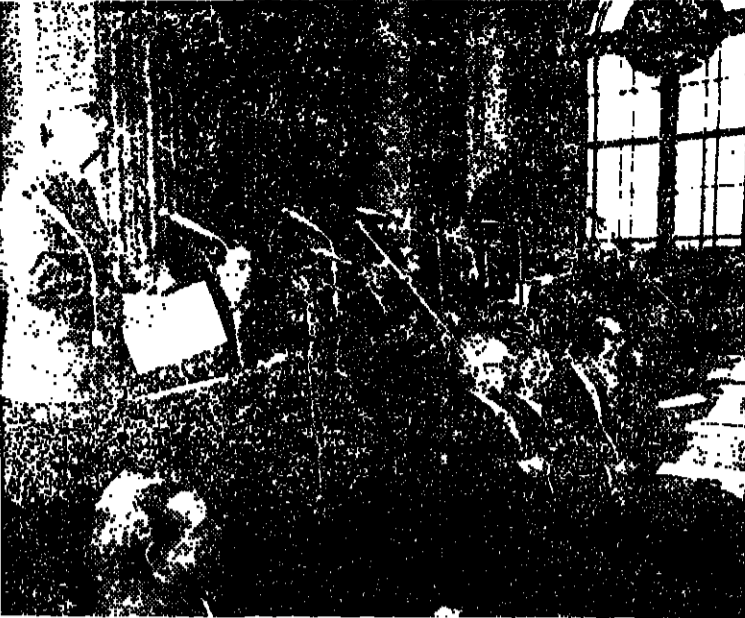
But he said: "Many of the people who knock the school system are conspicuous by their absence."

Mr Eric Robinson, principal of Bradford College, opened the afternoon session in Preston's county hall with his views on teacher training.

It was easy to list the many ideal qualities and skills teachers should have. "This does not get us very far," he said.

The main questions are: What are our priorities? What is seriously wrong or deficient about our teaching or training? What are the faults in our current initial training plans, having regard to our vision of the schools of the future?

The regional conferences were concerned with the challenge that some things were seriously wrong with school. "The greater the concern about present faults in the schools, the greater the priority must be given to in-service training."



Top table at County Hall, Preston.

"Planning this should be a major consideration in determining the future pattern of colleges, rather than the afterthought it sometimes appears to be."

Mr Robinson's courses would put less emphasis on teaching methods and concentrate on mathematics, primary teachers, management, community awareness and industrial awareness.

The main problem with initial training was not the colleges but the universities, he said. "It is planned that a greatly increasing proportion of teachers of the future will come by a highly unsatisfactory route—by three years' academic study followed by a professional training of 30 weeks. The 30 weeks is a nonsense, particularly as much of the three years is irrelevant to the needs of the schools, or worse."

Mr Robinson's remarks brought a bitter response from the National Union of Teachers. Mr Ian Morgan said teachers were perfectly well aware of community problems. They often knew more about them than people in the community.

Mr George Kavanaugh, from the National Association of Schoolmasters-Union of Women Teachers, said in-service training was being "kicked out of the window" by many local authorities despite the



Philip Holroyd: "linked crises"



Eric Robinson: challenge.

## Maths staffs put their case to MPs

Employers' complaints about falling standards in mathematics were a "dead herring" and based on irrelevant tests, the Association of Teachers of Mathematics told a House of Commons Committee investigating the educational attainments of school leavers this week.

The ATM's submission to the select committee said: "Much of the assessment undertaken by employers is not meant to be relevant for the job in question but is merely part of a general assessment of all-round ability."

"Over the years we have collected a good deal of evidence to suggest that what employers really need is frequently unrelated to what they expect school leavers to have. Often the skills tested are neither those required nor those that have been taught."

The ATM claimed there was little relationship between educational attainment and industrial success. Skills were best learnt at work and it was useless to try to introduce pupils to mathematical techniques for which they had no immediate use.

"Some problems are a direct result of a number of schools being ahead of employers in some areas of technological development. The use of electronic calculators, metric units and the attempt in many schools to stimulate interests in the work are all examples," said the ATM.

Mr Ailsair McIntosh, a former chairman of the ATM told the committee that people from schools and industry should meet. "Continual dialogue is needed—and there is evidence that this is happening."

Mr McIntosh, who is Leicester-shire's principle maths adviser, said there had been some "excesses" in maths teaching, though these should get fewer as a result of the Great Debate.

There should be more time for teachers to take refresher courses, discuss their work, or catch up on their reading. To provide this, he suggested reducing the 200 days that children were at school to 190, while increasing the number of days that teachers were expected to devote to professional duties to 210.

**Committee to vet design courses**  
Budding designers, silversmiths, photographers and window dressers are to have their courses validated by a Committee for Art and Design which is to be set up under the auspices of the Technician Education Council. It will validate all vocational courses in art and design.

## DES accused of cover-up

The Department of Education is accused this week of covering up its own activities while conducting the Great Debate on education.

Mr Alan Beith, MP, the Liberal education spokesman, said the department's policy making should be open to public scrutiny. "It is no secret that the department set up the current great debate to drum up support for its views on educational standards," he said at Durham University.

"That is not necessarily a bad thing, but the department cannot be allowed to get away with orchestrating the debate so that no questions are asked about its own activities."

"It is no accident that the agenda for the regional conferences arranged by the department makes no mention, for example, of the slaughter of colleges of education on which the department has been engaged for the past three years."

"There is a need for a permanent Commission Select Committee on education by which educational policy making is not subject to public examination."

Mr Beith said officials seemed to have no idea of the waste of human and physical resources which had been caused by the "wax and wane" of policy and teacher training. "The whole exercise has been a model of how to waste resources and destroy teaching morale, neither of which we can afford."

**Farm children let off school**  
Four children who live on a self-sufficiency farm in Worcestershire where the children look after animals, care skins, spin yarn and play musical instruments. The play musical instruments. The county objected to sending them to school because, they said, they suffered from inherent word-blindness and would be humiliated. They also believe in free multidisciplinary learning taught in a natural environment.

The mother said: "We have been given a breathing space in try to raise ourselves a bit more. After being under threat for seven years, I just can't take in what is happening."

The judge had ruled that no details should be published which could identify the children.

**Call for midway courses**  
Sixth forms need a new style language course, higher than O level, a conference sponsored by the Centre for Information on Language Teaching and the Polytechnic of Central London, heard last week.

Mr C. Vaughan James, deputy director of CILT, said languages were prescribed for all lower school classes, who had little need for a foreign language, but denied in many in the sixth form who were just beginning to need one. Resources were being squandered at the end of the school and a new kind of deprivation created at the other.

"A language course at a higher level than O-level but not bound to the needs of any particular group is needed. This should not lead to the abolition of the literature based A-level. That would be destructive. The real trouble with traditional A level is its narrow level of an alternative. The Centre for Information on Language Teaching and the Polytechnic of Central London, heard last week."



Alan Beith

House of Commons Select Committee on education by which educational policy making is not subject to public examination."

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**Boarder country**  
South Norfolk district council has received an application from the George's School for Forces Family for the conversion of a former school house into a boarding school for boys whose fathers are serving abroad.

The 200-year-old building, near Wyntonham, which began life as a workhouse, became a hospital for geriatric patients until it was closed 18 months ago. Providing the application is successful, the building is to be used as a school for 100 pupils from September.

## Teachers have eroded power of the I.e.a.s —says Mrs Williams

Teachers' organizations had eroded the power of local authorities and central government in the last 10 years, said Mrs Shirley Williams, Education Secretary in an Open University television programme on Wednesday. They had been the growing influence and force in education.

Mrs Williams was taking part with Mr Gerry Fowler, former Minister of State for Education, in "Secretary of State's" one of the programmes in an OU course on "Decision making in British education systems".

The head — and assistant teachers where they were consulted — was the greatest single influence on individual school curricula, she said. This contrasted with the legal framework in which local authorities via school governors and managers supposedly had control, Mr Fowler agreed.

Mrs Williams was not in favour of central control of the curriculum. Education was an interdependent service in which pressure groups had to be carried along.

"I think this is in marked contrast to a field like, say, in the Ministry of Defence where, at least to some extent, you can know that if you lay it down there will be six cruisers built and they will then be manned up."

The Education Secretary's powers were limited, but the influence was considerable. In times of hardship the Secretary of State had even less power in some ways because of an inability to innovate but a greater opportunity to influence decisions made in an area that was contracting.

The DES had its own special character, said Mrs Williams. "The DES in my experience is a department which has tended to have time to develop policies, and tends to have very long lead times."

Fifteen or 20 years was not an unusual lead time for something like the Weaver report or the coming of comprehensive education and therefore the whole mood of the department was very different from that of a department like the Department of Employment, which was essentially a 24-hour affair working on the basis of settling an immediate strike or whatever it might be.

"We must make sure we get the full amount of money that is ours," she said. "All our deliberations are to do with money. Without money there is no education. What is the Government prepared to do financially to back the Prime Minister's words at Ruskin College (the speech which started the great debate)?"

Mr Ken Maynard, chairman of Cheshire education committee, wanted to know how to get rid of poor teachers. "What do we do with those teachers who have failed? There are some who are unable to do their jobs properly. The normal course of course, is to promote them."

Mr Robinson, in his reply, said in-service training need not cost much. It was expensive to release teachers for courses and to provide staff cover. He suggested that 10 per cent of the teachers' total wage bill should be deducted to pay for retraining in the same way as industrial training boards financed courses for industry.

The final major speech of the day was by Mr Philip Holroyd, deputy director of the research and development department of Pilkington Brothers.

The education debate was a response to a "vaguely perceived crisis", he said, which was characterized by the "mismatch of a growing expectation to be able to cope with the complexity of our lives, and our increasing inability to do so."

"We see 'educated' people creating industries which explode, we see whole towns poisoned, we see drugs developed which create unwanted side effects, we see our educated people producing market systems which build expensive butter, milk, sugar and beef mountains, which have to be 'given' away, and so on. The list is growing daily."

"However the crises today rarely occur in isolation, they are linked and cross-linked so that when talking about schools and working life, we are also talking about our economic crisis, our resource crisis, our energy crisis and so on."

Mr Holroyd said it was imperative to encourage innovation, to support skills and to back quality and excellence. This rarely happened in schools.

Mr Harry Dean, from the National Union of Students, said he was opposed to early specialization. In schools to do a face-lifting job for boring or dead-end work, he said.

Mrs Elsie Clayton from the National Union of Teachers, said the aim of industry was profit, and no regard was paid to the individuals in it. Children were aware of this and voted with their feet to stay away from industrial careers.

Mr Colin Barnett, a representative from the North-west regional council of the TUC, suggested that redundant colleges of education should be used for training unemployed teenagers.

Mr H. W. Dawkins, National Council of Parents-Teachers Association, said industry did not want young people. In Knowsley, Lancashire, unemployment among young people under 23 was twice the national average. They should be kept at school and given half their daily money instead of being left on the streets, he said.

## No rush to the factories

The federation of British Industry's selection for allowing teachers and college of education students to spend some time in a factory is languishing despite Government interest in the idea.

The latest CBI bulletin shows the number of teachers on the scheme fell from 140 in 1975 to 131 last year. It says: "In certain cases companies have been less willing to take on teachers. Some of the few students who originally expressed an interest in the scheme eventually preferred to look for jobs in the summer rather than spend three months after their exams in local industries. And, as expected, many local education authorities were not able to replace absent classroom teachers and there was therefore no release in such areas."

The bulletin points out, an increasing number of teachers is being seconded to industry outside the CBI scheme; and Bradford I.e.a. is hoping to arrange for industrialists to do some time in schools. In Wales the scheme is likely to be re-introduced next year.

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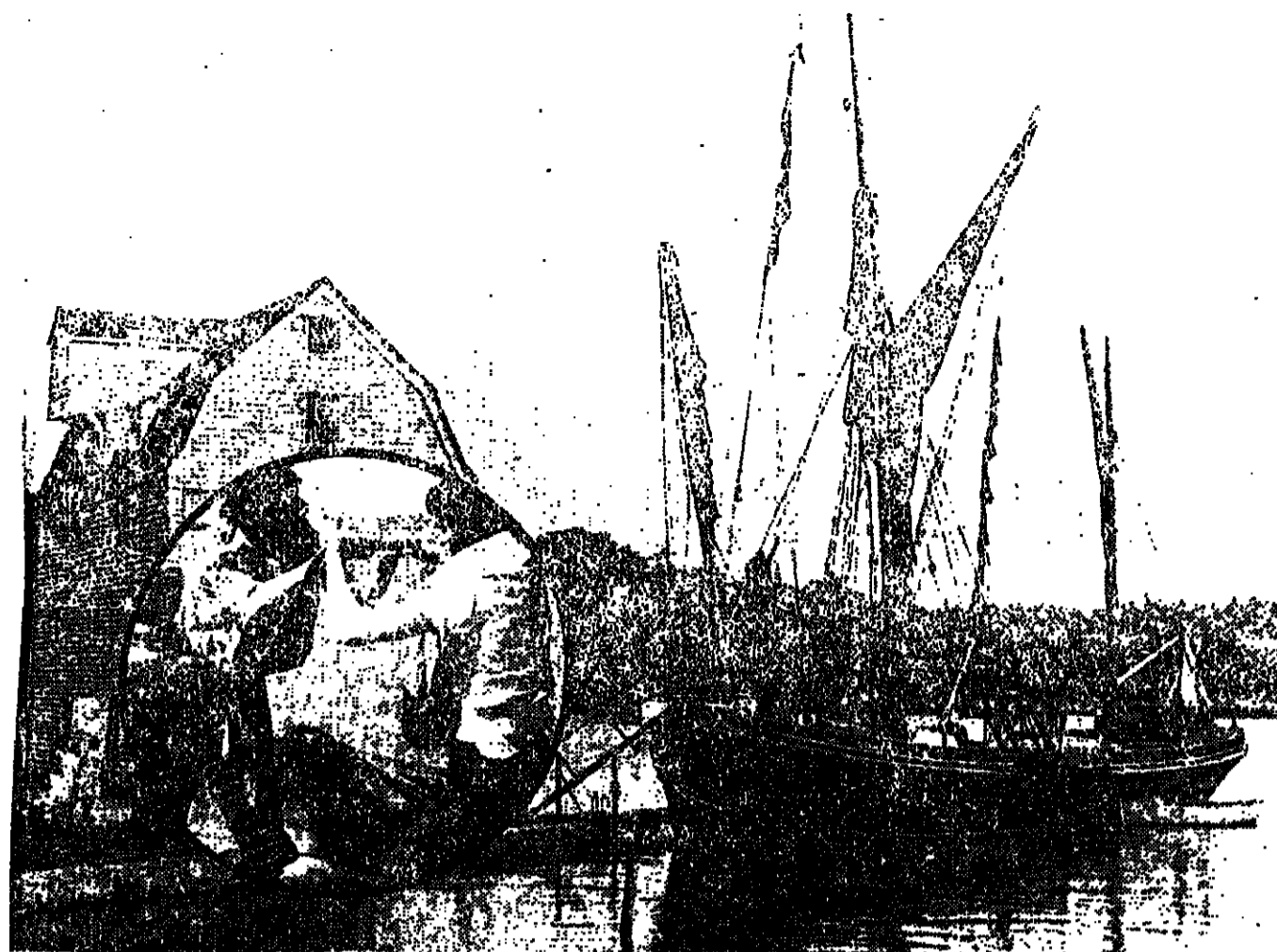
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**In brief**  
**Boost for technicians**  
 A new award scheme to increase the number of trained polymer processing technicians has been announced by the Rubber and Plastics Processing Industry Training Board. The scheme will begin in September and will provide awards for 50 young people on a two-year course, leading to a qualification from the Technician Education Council. It is open to boys and girls aged 15.

**Tories create jobs**  
 The Conservative Party is sponsoring an £11,000 scheme under the Government's job creation programme which will give work to 100 teachers and 100 teachers' aides over the next 18 months. The scheme is designed to help teachers' aides find work in the voluntary sector. The work will be done by means of multi-media aids and other materials. For 14 weeks the team has carried out research in the boroughs of Kensington and Chelsea and Hammersmith and will be giving their work in schools, colleges and youth groups. This is the first time a political party has given approval for a job creation scheme.

**New careers centre**  
 A careers education resource centre has opened in the Bayfordbury Annex of Hatfield Polytechnic. It is equipped with a library, a work-shop and can be used by schools or careers libraries by the National Institute for Careers Education and Counselling, which is sponsoring it jointly with the polytechnic. It will be especially useful to guidance workers.

**Poetry competition**  
 A poetry contest on the theme of "Night Ride to Sunrise" is being sponsored by the British Migration Association. Entries are invited from all schools and colleges. There will be £300 in prize money and an anthology of the best poems will be published. There will be special awards for entries under 18. Send a stamped addressed envelope for an application form to the British Migration Association (Poetry Competition), care of St. Albans Parade, Merion High Street, London SW19.

**People**  
 Mr Colin Alves, principal lecturer in religious studies at St. Gabriel's College and Goldsmith's College, is the new General Secretary of the Association of Principals of Colleges.  
 Mr A. G. Pearce, principal of Bolton Technical College, is the new president of the Association of Principals of Colleges.  
 Mr John Hill, county education officer for Suffolk, has been re-appointed chairman of the Council for Educational Technology for the next three years.  
 Brigadier A. W. Reading is to be head of technical training in the engineering division of the Independent Broadcasting Authority.  
 Mr Douglas Payne, formerly state director of adult education in Tasmania, is to be secretary of the southern district of the Workers' Educational Association.

**Schools**  
 Mr Laurence Ellis, a housemaster at Marlborough College, is to be principal of the Edinburgh Academy from September 1.  
 Mr Martin Pavey, acting head of Fairham Comprehensive School, Nottinghamshire, is the new head.

**Universities**  
 Mr Angus Eason, lecturer at Royal Holloway College, London, is to be the first professor of English at Sabarwal University.  
 Professor Thomas Wallace Clegg, professor of English at Dundee University, is to be the first professor of English at the University of East Anglia.  
 Professor John Richard Harris, professor of Egyptology at the University of Copenhagen, is to be professor of Egyptology and director of the School of Oriental Studies at Durham University.  
 Mr A. J. F. Webster, principal veterinary research officer at the Rowett Research Institute, Aberdeen, is to be the first professor of animal husbandry at Bristol University.  
 Mr Michael John Disney, principal research fellow in astronomy at the Royal Greenwich Observatory, is to be the first professor of theoretical astronomy at University College, Cardiff.  
 Sir Michael Tippett is to be the first composer at Lancaster University from March 14-17.

# Few bouquets for Mrs Gandhi

A. S. Abraham, in Bombay, on the education world's view of the Indian general election

Whatever the outcome of next week's general election, the signs are that she will be a chastening experience for the Congress Party in general and Mrs Gandhi in particular. There has been much excitement during the campaign, with much open resentment being expressed at the government's actions during the 19 months of emergency rule.

On the educational front the situation has not surprisingly been much quieter. No specific issue has become contentious at the hustings. The most significant educational change pushed through during the emergency was to make New Delhi the supreme legislative authority in education rather than the provincial governments.

The change (T.E.S., February 25) was only one of a great number of amendments to the Constitution, many of them of profound import and generally designed to reinforce federal authority at the expense of the constituent states.

But while the opposition parties have been attacking the Congress government for virtually rewriting the Constitution to keep itself in and give itself more power, no one has even commented on, much less objected to, the amendment concerning education. This reflects both the lack of interest in educational matters of the kind that political, administrative or judicial issues arouse as well as the widely shared belief that making education more a federal than a provincial responsibility is a good thing.

After all, the demand for it had been voiced many times in the past decade and more.

One of the major themes of the agreement led by Mr Jayaprakash Narayan, the Gandhian leader, which was at its zenith when the Emergency was declared on June 26, 1975, was a complete overhauling of the educational system to make it indigenous, relevant and productive.

Youth was given special importance in the movement—not surprisingly since earlier in the year students in Gujarat state had spontaneously risen against and eventually overthrown the Congress government there. Subsequently, JP (as he is known) rolled heavily on young people, especially students, to spread his message in Bihar, easily the most backward, corrupt, caste-ridden and mismanaged state in the country.

During the Emergency, Congress has tried to erode youth and student support for the JP movement by boosting its own Youth Congress led by Mrs Gandhi's son, Sanjay. The build-up was so massive and so rapid that a stage soon came when the YC and Sanjay Gandhi appeared to be calling the tune not only within the Congress party but in the country as a whole.



This, predictably, has caused much resentment among YC branch leaders and their followers, particularly in the universities from where much of the YC leadership and a substantial and influential section of its membership has come. In particular, it has depended a lot on the National Students' Union of India, an unofficial student wing of the Congress which made hay while the Emergency sun shone.

Following the large-scale refusal of the party to put up YC candidates, a few of them are standing as independents with the help of their supporters, others have lost their erstwhile enthusiasm for the party cause and yet others have thrown in their lot with the opposition. Compared to the YC's recent arrogance, its present disarray still seems incredible. Not that the Congress has given students up as a failed lot. Apart from the YC and the NSUI, it has sponsored other bodies like Youth of Universities to beat its electoral drum.

However, other student groups supporting the opposition parties which were forced to lie low during the Emergency, have begun to re-emerge and throw their weight behind party campaigns. Even non-political student organisations, like the Bombay University Employed Students' Union, have been emboldened to declare their support for opposition candidates.

In Bihar, the student *samitis* (groups), which played so active a role in the JP movement and which had kept a low profile during the emergency, are now active again. They are helping to raise funds for opposition candidates by selling shoes or selling tea and campaigning on their behalf from hut to hut and village to village.

An indication of how important a role students are expected to play in election work is the postponement of 12th year and 13th year examinations scheduled for this month and April. In some places, students have been told they will be allowed to sit for examinations without undergoing the usual preliminary qualifying tests. This concession has been given by the NSUI and shows how Congress influence works within the universities' corridors of power.

School and college teachers have their own reasons for being hostile to the ruling party. Throughout the country almost every primary and secondary schoolteacher in the government's employ were required not merely to get themselves sterilized if they had more than two children but also to get a fixed quota of people sterilized before being given an increment or a loan (such conditions were imposed not merely on schoolteachers but other government employees as well). Failure meant harsh penalties like a cut in salary or a sudden transfer to a remote area.

These stipulations are now being hastily withdrawn and, in addition, some state governments are trying to woo teachers and other low-paid employees who bore the brunt of official high-handedness by special pay rises and other inducements. The Bihar government, for example, has suddenly seen the wisdom of paying its schoolteachers for the period when they were on strike in 1974.

One major reason why private college teachers, who form the majority of teachers in higher education, are angry and discontented is that the federal education ministry approved three years ago have yet to be enforced in most states. Some states have also sought to link their acceptance of the new scales with the imposition of better working conditions for teachers.

The most objectionable of these conditions is contained in a "code of conduct" drafted for teachers by university administrations (it has not yet been formally approved) and, almost overnight, their influence has dwindled.

# Predecessor's budget cuts restored by Mr Carter

WASHINGTON  
 President Carter has proved more of a friend to education than his predecessor. His revision of Mr Ford's budget for 1978 restores most of the cuts proposed, and adds some \$1,400m to the total for the education division.

In particular, Mr Carter rejected the consolidation of a number of separate education programmes voted by Congress into block grants paid directly to the states.

Both he and his Secretary of HEW, Joseph Califano, are opposed to the bureaucracy that the administration of all these different programmes involves. But they feel on balance that specific earmarked grants are the only way of ensuring that the money is spent on what Congress voted it for.

In elementary and secondary education the Carter revisions propose an extra \$350m over the Ford budget and this year's appropriations for aid to schools serving disadvantaged pupils. That would bring the total to \$2,600m—the largest programme of federal involvement in school education.

A \$20m increase is also requested for bilingual education, making a total of \$135m, together with a \$50m increase for education of the handicapped, making a total of \$520m. Higher education will get \$833m more than Mr Ford proposed. The bulk of the total of \$3,290m will be spent on student loans. Basic Education Opportunity Grants—the most common form of student grant—will be eligible to an extra 500,000 students from middle income families. The maximum award will be raised from \$1,400 to \$1,600.

Mr Carter also proposes more money for work-study programmes—the part-time jobs that colleges provide for students to enable them to earn enough money to pay their tuition fees.

As with Mr Ford's budget, all these figures are only the beginning of a long session of bargaining in Congress, which has the ultimate say in how much money should be appropriated. But an overwhelming Democratic Congress, which convincingly threw out the education cuts proposed in the last two years by Mr Ford, is not likely to quarrel with the increases proposed by a Democratic President.

# Origin of life is a dead end

People are always trying to replicate in the laboratory the conditions under which life on earth began. Good luck to them, I suppose one must say.

In the past 20 years (beginning with some experiments of Dr Stanley Miller at the University of Chicago, in which amino-acids were found in vessels filled with ammonia and methane through which electrical discharges had been passed), the range of organic chemicals which can be made by relatively simple chemical processes has become quite extensive.

One of the latest experiments of this kind, reported in *Nature* (March 3), is intended to show that it is possible to make the ingredients of the chemicals called phospholipids, themselves the fatty branches from glycerol, simple fatty acids and inorganic phosphate.

The experiment, which has been carried out in the zoology department at the University of California at Davis, has been planned in much the same spirit as other similar experiments. The object is to see whether you can make the molecular bits and pieces of living things from the raw materials that you guess were lying about on the surface of the earth 3,000 million years ago. In setting up the experiment, you go to some trouble to simulate physical conditions on the surface of the earth at the same time.

The group at Davis have stuck fairly closely to this pattern. They start—and they may be right on this point—with the assumption that when the first living things appeared the temperature on the surface of the earth may have been 70 degrees Centigrade or thereabouts. (This fairly arbitrary choice of the earth, made up of materials such as methane and ammonia, would have been a much more efficient trap for solar energy than the present atmosphere, largely transparent to infra-red radiation.)

In these circumstances, the experiment goes, many shallow "rocky pools" containing traces of simple fatty acids, phosphates and glycerol would have evaporated to dryness, providing a chance for the chemical synthesis of the fatty materials of cell membranes.

The laboratory simulation of these conditions therefore depends on the use of sea-sand as a catalyst. Various mixtures of starting materials were evaporated to dryness and incubated at 65 degrees for several weeks on end.

Eventually the tubes were opened and—lo and behold—there were traces of fat-like materials, detect-

Science diary  
 by  
 John Maddox

most direct way of doing this would have been to analyse the molecules of the different albumins so as to obtain an exact chemical structure, but that is still too time-consuming.

Instead, albumen from different species was injected into rabbits and the antibodies thus formed used in tests of immunological reactions against the other frog albumens available.

The result is curiously simple and direct. Altogether six species of *Xenopus* were included in these studies, and it turns out that five of them have albumen so similar chemically that the species must have diverged from each other comparatively recently. Each of these five species is, however, immunologically quite distinct from the species *Xenopus tropicalis*, a native of the Ivory Coast, whence the conclusion that the evolutionary separation of the genus *Xenopus* from the rest of the genus probably took place in the course of evolution, for molecular differences of the kind now measured to accumulate in the chromosomes of frogs.

By itself, this is an important result, for the phylogeny of frogs has long been hampered by their outward similarity which may accommodate quite large genetic differences. However, it is possible to go further, and to ask how long it is likely to have required in the course of evolution, for molecular differences of the kind now measured to accumulate in the chromosomes of frogs.

The answer is bound to be approximate, but nevertheless it is interesting. First, in the evolution of the genus *Xenopus*, it seems, that the most recent flurry of speciation is likely to have been between five and ten million years ago.

Second, the separation between the ancestors of this species and *Xenopus tropicalis* may have taken place 30 million years ago or thereabouts.

The separation of the genus *Xenopus* as a whole from other genera of frogs is (for lack of measurements of the kind now described) for the time being unclear. It is known that the blood proteins of *Xenopus* and of *Rana* differ more profoundly in their chemical structure than the differences between the various species of *Xenopus*. However, the Berkeley group is able to show that the separation between *Xenopus* and frogs of the South American genus *Hippoboschus* must have taken place about 100 million years ago.

This date is interesting—only because it almost exactly coincides with what is thought to have been the beginning of the separation of the continents of Africa and South America.

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**CRAC COMPETITION 1977**

see page 42

**CRAC**

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## France Troubled institutes set for shake-up

from Mark Webster

PARIS The extra money had been intended for paying the professionals who were to come to teach in the institutes from the business and commercial world. Theoretically, they would have been responsible for one third of the timetable.

But many professionals are reluctant to work in the institutes: the right culture of man does not have the time to spare, the 80 francs an hour they offer cannot compete with the 300 francs they can get in private schools and the teaching staff have often resisted them.

One hopeful sign is that the employees' organization, the Conseil National du Patronat Français (CNPF) has offered to encourage its members to participate.

Their help, however, is unlikely to bring a speedy solution to the other short in the side of the IUTs—their falling pass-rates. Last year the success rate in the diploma was down to 60 per cent against 80 per cent in 1968-69.

Part of Madame Saunier-Seïté's solution is to increase the time which students spend on practical work in factories. She wants three periods instead of two, almost doubling the total time from eight weeks to 15.

In addition, she wants to lighten the compulsory study load on students and leave more time for private work.

Whatever happens she wants to redress the IUT map so that there is a fairer distribution of resources and students. Some of the 167 departments in the 66 institutes, she says, are others be strengthened, she says. She won't the first round of her battle when she cuts the number of teaching posts by 200 last year but it remains to be seen whether she can persuade the unions and heads of the institutes into further cuts.



Madame Saunier-Seïté: rationalizing.

Spain  
No end in sight for record strike

from James Connell

MILAN The longest and most bitter of strikes in the past 40 years: little prospect of a settlement in view.

After nearly a year of sporadic skirmishing with the Ministry of Education, contract teachers in the schools finally walked out of the classrooms leaving the school system almost totally paralysed.

The strike involves 12,000 temporary teachers known as PNN (Professores No Numerarij), who account for 70 per cent of the school staff and are graduates trained on a yearly contract.

These contracts are of doubtful legal standing and are being fought in favour of the complete abolition or non-renewal as a favourite tactic for wedding on students.

Teachers working in these conditions are not covered by the social security system which is, in fact, obligatory for all Spanish workers.

The prime demand of the striking teachers is job security—a point which the education authorities refuse to cede. The official position is that these teachers do not legally exist or, at best, are stop-gaps holding temporary posts.

For Antonio Mendez, the Education Minister, his urged strikers to sit the *exámenes*—one positive examination by which vacant secondary and university posts are filled and in this way qualify for the permanent teaching cadre with its corresponding advantages.

This suggestion has been rejected by the teachers who claim that the examinations are largely meaningless and bear little relation to teaching ability. A further line of contention is that length of service and experience are not taken into account and the posts offered cover only a fraction of existing schools.

As positions hardened the Ministry partially backed down and issued a statement promising all teachers presenting themselves for the examinations the guarantee of a contract for next year—irrespective of result.

Support for the strikers has been forthcoming from unexpected quarters. Pupils organized sit-ins and support committees early on in the stoppage. Numerous "staff" colleges sympathetic with strikers and many university and institute faculties which have the same problem at a different level have been severely depleted due to intermittent strike action.

One bizarre aspect of the situation is that the dissenting teachers are all paid the salaries. In fact, no financial demands have been formulated during the conflict although the £250 monthly basic leaves the temporary teachers well behind their staff colleagues.

## Italy Job fears behind campus riots

from Dalbert Hallenstein

MILAN The present outbreak of student unrest, which has centred on Rome University, was ostensibly sparked off by the lukewarm university reforms recently proposed by Signor Franco Maria Malatesta, the Education Minister. But the real causes are to be found in the economic, political and social crisis through which Italy is now passing.

At a recent national conference on youth unemployment in Rome, Signora Tina Anselmi, the Minister of Labour, admitted that the number of young people between 14 and 21 now in search of their first job was about 850,000. She also accepted that her uncertainty about the exact figure was based on the inability of her own Ministry to calculate youth unemployment accurately.

But it was generally agreed at the conference that, if the age group is extended from 14 to 29 years of age, the number in search of their first regular job is probably about 1,200,000.

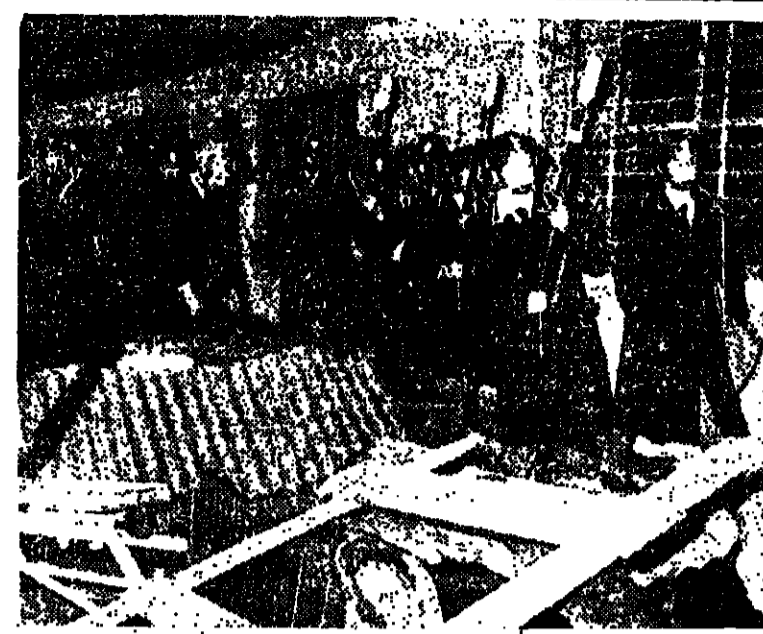
The term "regular" is of paramount importance in any discussion on unemployment among the Italian young, for many of those who are statistically registered as unemployed are in fact underemployed in badly paid, temporary jobs.

A recent study by the Centre for Social Investment Research (Censis) suggests that though 18.27 million Italians are officially registered as having regular jobs, almost three million more are working "irregularly"—that is, without the pension, insurance and rights-strike provisions guaranteed by law.

In its study, Censis found that 1,068,000 of the "irregular" workers are in fact also officially employed in permanent, legal jobs. It also indicates that the other 1,750,000 irregular jobs mainly consist of underpaid, temporary work which the young, in their interminable wait for a "regular" position, are often forced to take.

The inability of both the government and the unions to stamp out the spreading disease of "black labour" accounts for much of the present rage among the young, which even Italy's powerful Communist Party appears now no longer able to channel or direct.

A large proportion of Italy's more than one million university students are enrolled simply because they have nothing else to do, and so they can collect their tiny student grant. "We feel completely out on a limb," said one student activist. "Even the Communist Party, in its attempt to shape the government, has deserted us. What else can we do but protest and riot?"



Police enter Rome University to eject rioting students.

## South Africa Truce in mixed classes row

JOHANNESBURG The Catholic Church and the Cape authorities have, for the time being, called a truce in the dispute over the decision of the church to admit pupils of all races to its private schools.

Under a standstill formula agreed pending talks with the central government, the church will stop admitting African and coloured children to church schools, which are reserved for whites and the administration, which controls school education in the province, will not invoke the law against those schools which already have non-white children.

Louis Holt

## Republic of Ireland Teachers may hold sway on new national body

from our correspondent

DUBLIN Teachers may have an overall majority on a new Council for the Teaching Profession if revised plans for the establishment of such a body, currently under consideration by the Department of Education, are embodied in legislation.

It is widely expected that the forthcoming Higher Education Bill, whose main function will be to establish the overall structures for higher education and regulate the governance of the universities, will also contain sections creating the new council.

The council—to be known as An Chomhairle Mhuinteoireachta—has gone through several developmental stages. In its original form, as proposed by the Higher Education Authority, there were to be only six serving teachers out of a total membership of 28. A later steering committee suggested that there should be a 35-member council, with five members from each of the three major unions, the Association of Secondary Teachers, the Irish National Teachers Organization and the Teachers Union of Ireland.

Since the steering committee report was completed in April, 1974, there has been intense lobbying, not least by the INTO which, as the largest single teacher union in the country with some 14,000 primary school teachers, felt under-represented by being forced to accept membership on equal terms with the two unions in the post-primary sector.

The situation has been brought to near-crisis point by the decision of the Irish Christian Brothers, one of the major religious orders concerned, to introduce 40-member school boards on which only one member would be a teacher. The ASTI wants equal representation of teachers, parents and the religious orders.

Strike action would have to be specifically authorized by the council and a union spokesman said that such a ballot would be held if necessary.

## Sweden Back to basics boost

from Mike Duckenfield

STOCKHOLM The "back to basics" movement in comprehensive school tuition, which is being backed by the new Schools Minister, Mrs Britt Almqvist, has been given powerful support with the publication of research findings on numeracy among 13-year-olds.

A survey of pupils in three schools carried out in autumn 1975 by Gothenburg University's education faculty showed an alarmingly low level of ability in four elementary numeric skills: addition, subtraction, multiplication and division.

As many as 20 per cent of pupils failed to correctly add up two three-digit numbers at least one out of four. The equivalent failure rate for subtraction was 40 per cent of pupils.

In multiplication, every third pupil got a majority of sums wrong and over half of the pupils got the wrong answer at least one time in four.

Success rates for division were higher but still poor. More than half failed to make the correct number in dividing a three-digit number by a two-digit number at least one time in four and 17 per cent got the wrong answer more frequently than the correct one.

The survey says that about 15 per cent of pupils never got the possibility to learn properly how to make simple calculations during their first three school years (7-10 year-olds) and teachers in later years fail to correct the deficiency.

The findings come only 18 months after a report on reading and writing skills showed that one in seven school children leave comprehensive school with the literacy ability of a 13-year-old and one in 21 do so with that of an 11-year-old.

Demands to improve basic skills tuition have been gathering strength over the last two years. The Association of Swedish Teachers (*Svensk lärarförbundet*) wants a new programme for teaching Swedish in schools and the National Board of the Universities and Colleges has proposed lengthening teacher training to three years.

Mrs Almqvist has expressed her agreement with most of these aims, particularly smaller classes and curriculum changes to favour more Swedish and maths. She has blamed declining standards on time pressures created by the addition of "trickle" subjects like sex education, traffic and drugs tuition to the timetable in recent years.

## Australia Union gets pledge of smaller classes

SYDNEY The New South Wales government has given in to pressure from Teachers' Federation and agreed to reduce class sizes in some disadvantaged schools from September.

The agreement effectively ended a dispute that had kept a public Sydney school closed for the state two weeks of term. Now the Premier, Mr Neville Wran, has promised the two teachers that a third teacher will be added to the staff immediately to cope with the school's 58 pupils.

A government committee is to be set up to prepare guidelines for a plan to lower class sizes in other disadvantaged schools. Its report is expected by the end of June. The reductions will be phased in over several years.

The NSW Teachers' Federation is now hoping that all 350 of the disadvantaged schools classified as "disadvantaged" in NSW will in time get more teachers.

William Purvis

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LETTERS

Mockery of careers guidance

Sir,—I was both surprised and shocked to read your article 'MSC finds support jobs for teachers' (February 18) that newly qualified unemployed teachers are being used in Liverpool under a scheme run by the Mayflower Services Commission to provide remedial teaching and guidance for unemployed school leavers.

Why girls give up science

Sir,—Gerry Fowler (TES, February 18) wonders on the one hand why more girls in these areas we need more places in higher education; and on the other hand, he regrets the squandering of talent in the failure to recruit more girls to these subjects.

Mixed ability works...

Sir,—I was shocked by the willingness of HMI Inspectorate to blame mixed-ability teaching as a major cause of poor achievement in schools. ("Inspectors Wade Into Mixed Ability" TES, February 18).



He'd like to be a banner carrier for 'Right to Work'.

Is a failure rate fair?

Sir,—Inquiry into standards in education and their assessment suggests to me a dangerous anomaly in the practice of GCE examination boards. Whether in intention or effect, and given a continuing fail concept, it is the practice of GCE O level examining boards to fail 30-40 per cent of candidates.

...but it's not easy

Sir,—Miss Sheila Browne, senior chief inspector, says that the HMI's criticisms of schools in the DES discussion paper (February 18) are meant to be provocative but she hopes the reaction will be constructive. Fair enough. So here goes.

Maturity by design

Sir,—Michael Clarke writes a pen review (TES, February 18) of Ken Baynes's "About Design", but queries the claim made as to students of design being more mature, rounded, whole people than those involved in other areas of the curriculum.

LETTERS

Calibre of staff is high—and still rising

Sir,—A few months ago considerable publicity was given to the head who rightly complained about the standards of English and spelling of applicants for an English post at his school. I hope that his experience will not be regarded as typical.

contrary, bringing into the profession new teachers of exceptionally high calibre. Over the past two weeks we have received 284 applicants for Scale 1 posts in biology, geography, religious education and art/design.

You don't need to be Svengali to survive

Sir,—As a professional zombie with several years' experience in secondary education, I take strong exception to the glib journalism of Peter Wood's article "Teaching or Surviving" (TES, February 25).

Mulling over the future of BED

Sir,—Your quotation of certain sentences from a CNAA committee paper could give rise to needless alarm in colleges already afflicted with severe problems of reorganisation.

us by advance indications from colleges, particularly the larger institutions. It is clear that sharply reduced intakes impose new limitations on the type of course that can be mounted, and interlock with other programmes.

Kind road to redundancy

Sir,—When the protests have been made and the dust over the closure of colleges and faculties of education has subsided, realism, unpleasant though it may be, will find us with substantially the same position as we have now.

Final reel in film feud?

Sir,—May I, as president of the National Association for Film in Education, comment on Graham Baines's letter concerning the British Film Institute.

Exchange teaching—France or Germany

Direct exchanges with a French or German teacher for the academic year 1977-78 are being sought for the autumn 77 term (France only) and the autumn 78 term (Germany only).

Sacred Heart

Sir,—In your leader, "As Pupil Numbers Fall (February 25) you mention the Sacred Heart School, Middlesbrough. The school, to which you refer, is the Sacred Heart Redcar.

CRAC COMPETITION 1977. See page 42. CRAC

Wrong about race commission

Sir,—Frances Stadler's article on the proposed organization of the Commission for Racial Equality (February 18) gives a badly distorted picture of it. The work of the present CRC staff in education and other specialized fields will not be "hopelessly undermined".

L.e.a.s and private school places

Sir,—Your survey places Avon county council among those local education authorities which, in the words of Mark Vaughan, carry on traditional links with the private sector so that a few academically able pupils can continue to be selected from the state system.

ANSWERS TO QUIZ ON PAGE 7. 1. It all happened in 1877. 2. Omitted is an event of great significance to all members of the teaching profession and their families.

Come off it, Fred

Sir,—Your newspaper carried a claim by Fred Jarvis that teachers had to be disciplined by the NUT for taking unofficial action at Little Ilford. He knows that only 24 people took the justifiable action.

Write for full details to THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES Teaching and School Exchange Department (Ref. GP19). England & Wales: 43 Dorset Street, London W1M 3PR. IRELAND: 2 Bushy Park Road, Dublin 4. Northern Ireland: Department of Education, Rathfriland House, Balloo Road, Spangor, Co. Down.

CRAC COMPETITION 1977. See page 42. CRAC

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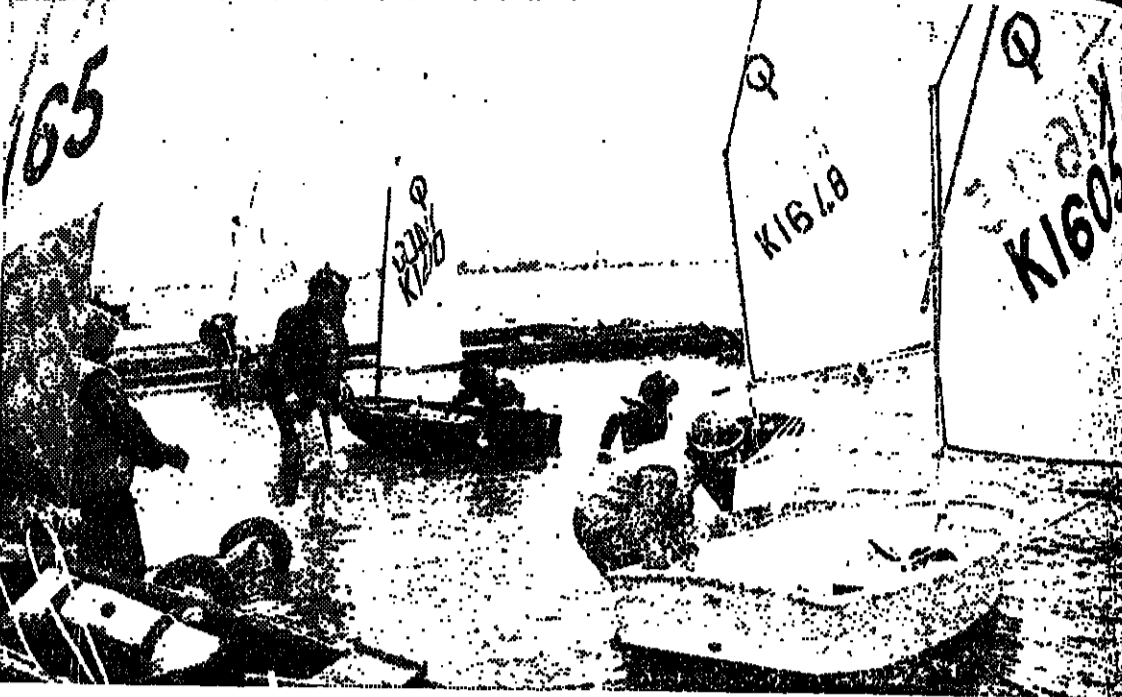
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## Sport



Like ducks to water: young sailors assemble for briefing before the start of the Optimists' race.

## 12-year-old is super Optimist

Young dinghy sailors from all over the country—many with international experience despite their tender years—took part in a special race at Draycott Water, near Rugby, at the weekend.

They were competing in the International Optimist class, a serious single-handed sailing race for boys and girls under 16. Some of them were only eight years old. On a sunny though not a particularly windy day, the youngsters showed remarkable skill and confidence in handling their craft.

Charles Sheppard, a 12-year-old pupil at John Collet School, Wendover, Buckinghamshire, was the comfortable winner, finishing almost 100 yards in front of his nearest rival, Tony Taylor, 13, and Andrew Bond, 14, in second and third places respectively.

Tony, from Kettering Grammar School, Northamptonshire, and Andrew, from Nunney Wood Secondary School, Worcester, fought neck-and-neck for the second spot.

Charles and Tony have both represented Great Britain at junior level. They were members of the national team that took part in a race in Brittany, in August. Tony also figured in the world championships held in Denmark a couple of years ago.

The day ended in disappointment for Nigel Musto, 11-year-old son of a Dutchman class. Nigel, a pupil of Alton Court School, Westcliff, Essex, was disqualified.

The International Optimist is regarded as an ideal dinghy for children, whether they are out for fun or keen racing helmsmen.

It is 2.3 metres long, with a 18 metre beam, weighs 35 kilograms and has a sail area of 3.6 metres. It enjoys international status and can be built without licence.

The class is controlled by the International Yacht Racing Union. The International Optimist Dinghy Association has 39 countries among its members. About 106,000 Optimists were being sailed throughout the world in 1976—more than in any other class.

France has the biggest fleet, with 16,000 registered boats. Sweden is a close second with nearly 13,000. Sales numbers in Britain had reached 1,632 by October.

The International Optimist Class Association (IOCA) looks after the interests of the Optimist sailor while the Royal Yachting Association issues sail numbers and controls boat registration.

## Swimmers go after titles

England usually splash away with most of the events in the annual home countries quadrangular schools swimming tournament which takes place tomorrow at the Afon Lido, Port Talbot. Last year England won 35 of the 44 events, Wales 5, Scotland 4 and all-Ireland nothing. A similar result is likely this time.

Then there was the prospect of an Olympic place to spur the competitors on and many, indeed, got to Montreal. That there is no similar incentive this year does not mean there will be no records broken. It is almost impossible for a top level swim gala to go by without some record shattering.

And records are no novelty to the likes of Cheryl Brazendale, Sharon Davies, Joy Beasley, and Debbie Ridd.

Miss Brazendale, of Greenlands High School, Blackpool, who is Britain's fastest-ever freestyle sprinter, competes in the junior section along with Miss Davies (Plymouth School, Plymouth), normally a backstroke, but again going against it this meeting.

## All clear for volleyball finals

Ousdale School, Wolverhampton, has won the right to defend its title in the under-19 volleyball championship in the national finals at Bingley, Yorkshire, on March 26-27. It will be opposed by Piccadilly School, Bish, Kent.

The two teams came through the semi-finals after the play-off between six schools at Stoke Newington School, London.

The under-19 finalists will be Speedwell School, Bristol, who squeezed into the semi-final at Ousdale, and Central High School, Liverpool. Speedwell, who have already qualified for their two finals, opposed in each case by Townfield School, Hayes, Middlesex.



Joy Beasley: backstroke expert

Miss Beasley, Britain's top backstroke, though not yet 15, sticks to her speciality in the intermediate section. It is only a couple of months since Miss Ridd (Tudor Grange School, Solihull) broke the British short course records for the two breaststroke distances. That was in Cardiff, perhaps down the road at Port Talbot she will do so again.

The Misses Davies, Beasley, and Ridd were in the Montreal team along with some others who will be competing this weekend—Susan Jenner (St Mary's College, Northwood, Middlesex), Paul Sparkes (Eastfield High School, Mitcham, London) and David Parker (Bablake School, Coventry).

## Girl basketballers break spell

For the second successive year England's senior (under-19) girl basketballers have beaten their Irish rivals. They did so by the clear margin of 65-40 at the Bingham Sports Centre, Nottingham.

Julie Reckett (Acklam Sixth Form college, Middlesbrough) with 19 points, and Carolyn Livesey (Cavendish School, Homel Hempstead), with 15, were the top English scorers.

Until last year, when the trend was halted, the Irish selectors had not lost to England for seven years.

In a second match at Bingham, the England under-17s beat Ireland 55-51 but the English superiority was more marked than the final score suggests. A trio of girls from nearby Dayncourt Comprehensive School, led the England scorers: Jackie Cheetham, with 14, Linda Gardner (11), and Jackie Plummer (10).

With about 500 spectators it was one of the best attended girls' basketball internationals for a long time. A novel feature was a display of Olympic wrestling by two schoolboy exponents.



Peter Cornell

# What price fraternity?

Peter Cornell, a comprehensive school head, considers the chances of cooperation between public schools and the state schools

One need have no wish to see independent schools made illegal to regret that so many of our fellow citizens exercise their freedom to choose them. The natural urge to secure the best for one's own children becomes a decision for separatism, and against involvement. In the long run, is the personal advantage of a private education so certain?

The answer depends on the view taken of the strength and cohesion of society, perhaps less assured today than at some periods in the past. It could easily stand the strain of a marginal or sidestream independent sector, such as exists in other western countries. But that is not what it has to tolerate today. In England, largely through the existence of a score or so of famous schools, private education has enormous prestige, and occupies a place in national life quite out of proportion to the numbers of children concerned.

Here is the essence of our dilemma. These famous "public schools" were once accepted as the special training ground of a necessary and, on the whole, responsible elite. Today there is no such acceptance, and the fate of the schools, perpetuating distinctions which are no longer recognized as giving a right to special functions and special privilege. It is pointless to raise questions of responsibility or blame; we have to work upon what our history has given us. If change can contribute something over the coming years to lessen the sense of inequality and social division in our society, such change is worth working for. Many of us who serve in the common schools are inspired with the hope that we can fully serve the needs of the great majority, who have no choice, by creating schools to which the privileged minority will, in time, be happy to send their children.

The authors of the recent booklet, *The Place of the Independent Schools*, make much of the "two principles of equality

and liberty" on which, they suggest, our western society is built. But the third great principle is conspicuous by its absence, perhaps because in this context the notion of fraternity is too awkward to handle. Yet so striking an omission confirms my misgivings. It is as a believer in the necessity of all three principles that I want to question some of the opinions expressed, or implied, in the booklet.

The authors are honest enough to ask themselves why society should permit schools which appear to add to the advantages of the better-off, but their answer is unconvincing. It is true that education cannot by itself make good the inequalities of society, but that is no reason for refusing the contribution it can make. The idea that the task of improving maintained schools would be tackled with greater urgency if the "rich and influential" were obliged to send their children to them is dismissed, on the grounds that the well-to-do would still enjoy a degree of choice by being able to decide where to live.

The argument would have weight if our system were financed in the highly localized American style (with which many Americans are increasingly unhappy), but it is not. Greater concern about the provision made in favoured areas would be reflected in an all-round enhancement of resources. Disparity there might still be, but it would not be increased, and the lot of all children would be improved.

The authors must reject this argument because to admit that the adherence of the "rich and influential" would improve the common schools is to pose an acute moral challenge to this privileged group. If there were no doubt they could serve their fellow-citizens by joining them, they would have to face their consciences with the question of whether they might be morally obliged to do so. If the issue is left uncertain, by suggesting that their support could make no significant difference, the challenge need not be faced.

The one section which I found provoking in a remarkably unprovocative document, confirms its fundamental lack of concern with fraternity. Under the heading "The rights of parents" the writers proclaim the high-sounding but hollow ideal of an education system in which schools, "having the freedom to

be genuinely different", would "gradually come to reflect the range of differences which is to be found in children and parents". What a glorious catchphrase this variety of schools can be made to sound. Yet it justifies the acceptance of a school system which nicely matches a social pyramid.

There is choice for the gifted, the well-to-do, the noble; for the rest there is Hobson's choice of the schools which the other groups decline to favour. Dormitory suburb or inner city, country town or conurbation, the pattern is already too painfully obvious in many places, and it is one which our authors either approve or else choose to forget.

Any great social principle is capable of widely different interpretation, and the independent schools may well claim that the various offers of cooperation described in the concluding section of the booklet amount to a generous demonstration of brotherhood. Yet we must, carefully inspect the offerings of these Greeks, not indeed because we suspect the donors of deception (unless it be self-deception), but because the cost of acceptance may be too high.

The value to society of those independent schools which specialize in teaching children with special needs—the handicapped, the disadvantaged—is not in question. Boarding education in general is a different matter. Our authors point out, listing the relevant criteria in an appendix, that there are many children today for whom boarding school is highly desirable because of parental occupation or adverse home conditions.

Of the ten criteria, eight will normally apply to all the children of a family, irrespective of natural gift or natural handicap. But how many independent schools are ready to open their doors to a whole family of children, or even to all the sons or all the daughters? Only a comprehensive boarding school could do so, and these are few indeed in the private sector. The truth—understandable but sad—is that our colleagues in the famous public schools, and it is they who dominate the scene, want things both ways. Their sincere sentiment towards service to the nation is constantly moderated by the countervailing wish to combine such service with academic selection and dependence on private fees.

If they emphasize their experience as boarding schools, it is to offer places to boys and girls who can follow academic

courses. If they point to the excellence of the teaching they can offer in this field or in that, they are not offering to become centres of excellence for the whole nation (an offer which would deserve careful consideration, even if it remained distasteful to some) but rather to cream off the future successes of the maintained system, the very boys and girls whose achievements enhance the reputation of any school.

What sort of offer is this? It is the same old Janissary-recruitment we know a generation ago, the Fleming report idea which never caught on—and no wonder. If its success was so modest in the 1940s and 1950s, what possible place can it have now, at a time when the outer defences which legitimized the principle of separation are crumbling, exposing the inner citadel where selection is both academic and social?

Is there any way to escape from this national dilemma? One might be hopeful, if only there were some community of interest between the parties. But the essential objectives of private and maintained education seem diametrically opposed. To the extent that we can win the confidence of more prosperous families, we reduce the number paying fees. Whatever success the independent schools have in financing more assisted places deprives our maintained schools of gifted children. Who can discern any basis for reconciliation in this contest?

With independence goes freedom of action, and freedom gives scope for flexibility and initiative—so runs the message of this booklet and every modern apologia for the private sector. Dare we hope that somewhere within that sector, perhaps in some of the most ancient and wealthy of public schools, there may be the courage to make a thoroughgoing reappraisal of role, and to find a radically new answer to the question of how best to be of use to the whole nation in the present age? Nothing in the booklet suggests that it might be so. Yet one is entitled to hope, remembering that few honourable institutions survive the centuries unless they have already shown themselves capable of reform and renewal.

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Why are teachers and social workers so often at odds with each other? Is such conflict and suspicion inevitable? Bernard Davies looks at some of the reasons for the poor relations between the two groups; Norman Francis describes the role of the liaison teacher who attempts to bridge the gap

# How professional can you get?

Bernard Davies

In September, 1974, the National Association of Head Teachers responded to a DES circular prompted by the report into Maria Colwell's death. Its tone was angry:

"... The welfare of children is the concern of all teachers, and a 'reminder' is totally unnecessary. Heads do recognize the problem, but their difficulty is to secure some action. Often, reports to social services departments are either not acted upon or heads are unable to obtain information on what action has been taken. . . . We need closer cooperation from social service officers. . . ."

Such a statement—which, with minor changes, many social workers would want to direct at teachers—highlights key attitudes influencing relations between the two groups. The phrase "totally unnecessary" suggests that heads—in sharp contrast to uncaring social workers—are always alert to children's welfare. What apparently they need is closer cooperation, not with, but from social workers, who are thus virtually reduced to para-educational staff.

In reality, such inter-occupational exchanges are much more complex. At the least they involve three overlapping forms of interaction—the inter-personal, the inter-professional and the inter-organizational.

Individual practitioners develop a range of personal responses to each other's work. Teachers sometimes really do believe all social workers are middle-aged, do-gooding spinsters, whose freedom from timetable constraints they greatly envy. And social workers often do have an image of the teacher as an insensitive autocrat whose long holidays seem an undeserved "perk".

Reinforcing these feelings may be a great deal of individual ignorance. Social workers are often unaware of the pressures facing teachers moving constantly between large classes, or of how in time the monotonous rhythm of school timetables can destroy individual flair. Teachers may know nothing of the range of the social workers' responsibilities, which can make work with children a high priority or mere routine.

Yet the conflicts of teachers and social workers are not solely a matter of individual ignorance or personal destructiveness. Inter-professional differences also intrude, and have two main features: the stated professional values and roles which each group advocates, and the unintended consequences of these formal commitments.

Formally, professional teaching and professional social work each identifies its primary clientele differently. For teachers, this clearly is children, though relationships with parents may be valued as a means to aiding the child's education. Social workers, however, also have a specific professional responsibility to adults—and, what is more, to adults, not just as parents, but in their own right. A school worried about a pupil's welfare, and a social services department working also to help a person who happens to be

that pupil's parent, may experience a tense relationship.

Values and purposes may differ, too, though here the complexities are often hidden behind high-level generalizations about helping people. Teaching's dominant professional ideology normally includes an emphasis on inducting pupils into our society's (high) cultural values, whereas social work is professionally more accepting of clients' sub-cultural values.

Yet professional differences can be more apparent than real. Both must exercise important control functions—teaching through its capacity to allocate pupils to occupational roles, social work via its labelling some individuals and groups as "problems". Both adopt methods which place the clientele in positions of weakness by emphasizing verbalization, formality of contract and practitioner expertise.

Impregnable professional boundaries may have less to do with divergences of value, purpose and method than with self-protection. After all, teaching and social work remain ill-defined areas of practice, which often put workers at risk and produce considerable mutual threat. And these competitive exchanges are occurring just when each profession is strenuously insisting that its tasks are specialized and expert.

A third closely related influence on teacher-social worker relations are the organizational contexts in which each group operates. Practitioners do not totally lose their individuality or professional identity when they enter large-scale organizations. But they are now seriously constrained by bureaucratic structures, which make communication from below difficult, which places decision-making far away from where the most sensitive consumer-contacts occur, which are increasingly preoccupied with cost-effectiveness rather than with providing appropriate services, and which are very short of resources.

Within organizations, all this has important effects which chip away at practitioners' personal and professional autonomy. Secondary school teaching increasingly involves working strictly to prescribed (exam) syllabuses, and relating to fellow teachers—pastoral care staff and departmental heads as well as heads and deputies—primarily as office holders within the organization.

Social work often means carrying out statutory duties (taking children into care) and working through time-consuming procedures even when the need (of a homeless family) is urgent.

There are also external effects which contribute to inter-organizational strains. Social workers complain that they too often meet senior staff rather than the teacher most intimately involved with a pupil, and teachers that, as they rush between lessons to make phone calls, they repeatedly get lost in the maze of local social services department.

Moreover, such controls, as they proliferate, often undermine an organization's goals, so that maintaining it (especially against external criticism) becomes a key objective in its own right. Responsiveness to other (probably equally bureaucratic) organizations is thus greatly reduced.

It is at this point that scarcity of resources can have its greatest impact

Norman Francis

The teacher-social worker is a hybrid animal. Though individuals in different areas have been praised for the quality of their work, it is doubtful if the post will earn general acclaim. Regarded by social workers as a threat to their status, and as being unlikely to carry out adequately social work commitments, teacher-social workers seem entrenched in no-man's land. Nor can they depend on support from teachers, many of whom still see their role as being school based and orientated, the out-of-school problems of children to be handled exclusively by social workers.

In the last two years of its existence as an authority, the West Riding appointed 20 teacher-social workers, calling them "Liaison teachers". The idea had its root in a West Riding memorandum, *The Distressed Child in the West Riding* (1967), and came from a working party examining problems of social education. The creation of liaison teacher schemes was among its recommendations.

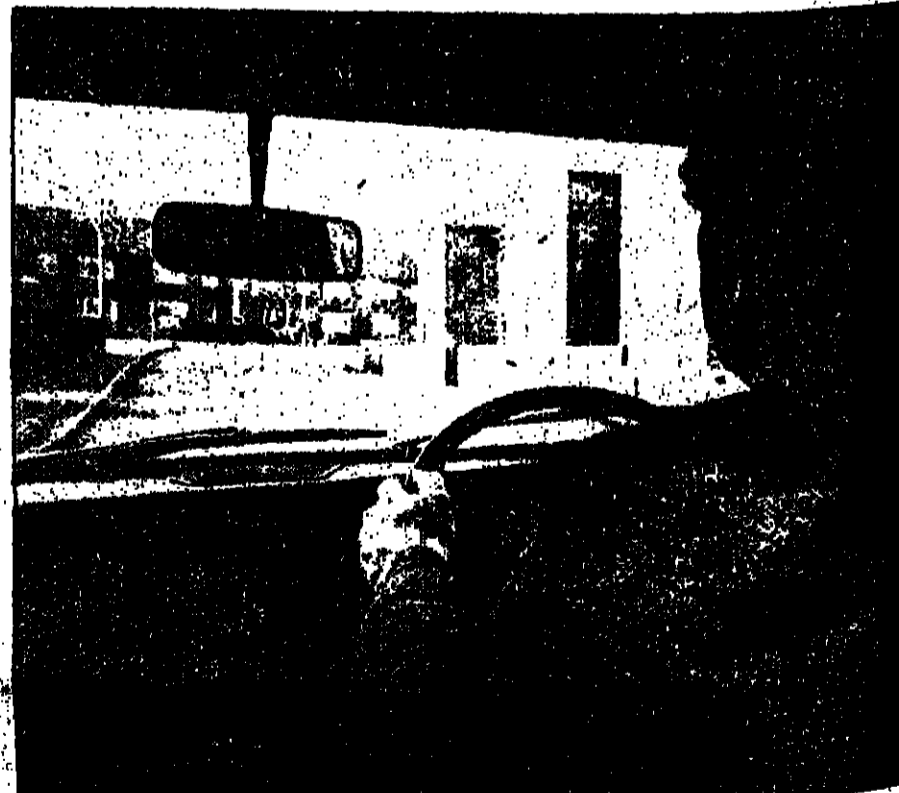
The aim was to provide maximum support for children with learning difficulties, many of whom were also potential

delinquents. They could often be prevented by teachers in the infant school, no means easy. The road to Easing and delinquency for a large number of children seemed inevitable.

The liaison teacher idea was clearly in Alec Clegg and Mrs. Meeson's *Children in Distress* in 1967. To deal with these problems a special man or woman trained both as a teacher and as a case worker. He should be within a pyramid of schools. He should be the link man between the school, the social services department, the medical authorities, the police officers and all who are likely to be acquainted with domestic distress and need for help.

By 1974 the liaison teachers appointed had been working for three years. The fascination of these posts lay in the open role model presented by the authority. Liaison teachers were offered to a pyramid of schools (a secondary school and its many "feeder" schools).

Apart from the authority indicating a general support function, the con-



A social worker does the rounds of some families in his area.

Pastoral care staff are often doing more than one job, as they teach, counsel, discipline pupils and so on. Most social workers have huge caseloads, which call repeatedly for crucial decisions on priorities.

Both groups acknowledge privately that only more resources would permit them to meet outsiders' reasonable expectations of their service. Yet each usually presents itself to these outsiders as if it can do and is doing its job properly—while concluding that the other group's failures stem either from incompetence or indifference.

This is hardly surprising, since these

# Working in no man's land

of that role for each area, and the appointment of the head teachers, was left to the pyramid head teachers. The areas designated were not all of obvious social deprivation, and by the time all 20 posts had been filled, it had been possible to ensure that each new authority formed out of the former West Riding authority had at least one liaison teacher.

Each liaison teacher post is unique. It is possible though to discern two main approaches. One emphasizes support within the school, where both pupils and teachers are recipients of advice and help. The other is more concerned with home-school liaison, and the harnessing of services to support the child and the family.

Both approaches have created problems. There would appear to be a danger that liaison teachers could become advisers in remedial education. On the other hand, their influence on teachers in acquiring a greater sensitivity to the out-of-school world of their pupils is both welcome and apparent.

Where the liaison teacher has concentrated on the family of a pupil whose learning difficulties reflect this as the source of his troubles, clashes have occurred between the liaison teacher and other social workers. It would be unfair to emphasize these disagreements, for often mutually acceptable agreements have been fashioned out of the genuine concern that a cry for help must be answered. In consequence the agent initiating help becomes largely irrelevant.

Few heads opposed the liaison-teacher concept; some who were originally lukewarm became markedly in favour. One said he had no use for a liaison-teacher, but changed his tack when the liaison-teacher unearthed one of his pupils with problems of which the head and his staff were unaware.

Most of the pyramid heads elected their own sub-committee representing the different types of school, and have continued to interest themselves in the work of the liaison-teacher through regular meetings. Usually the committee chair-

man has been a point of reference for the liaison-teacher—a crucial provision for this kind, where isolation is endemic.

One of the most interesting side effects has been the improved cooperation of the schools within existing pyramids. Schools have developed a new awareness of each others' needs. Most pyramids decided that the preventative aspects of a liaison-teacher's role should have priority. In consequence, their work has focused more sharply on children in the primary schools, where potential difficulties are already apparent.

A head at an early conference for heads and liaison-teachers described a liaison-teacher as a "teacher with time to devote to pupils' problems". This is certainly how heads have interpreted the idea, and there can be no doubt that most prefer to call on a liaison-teacher rather than an education welfare officer.

This is partly due to the insularity of our schools, the swift "closing of ranks" by teachers when non-teachers appear on the scene; partly to a lack of sensitivity by many education welfare officers to certain educational problems. A teacher on secondment to education welfare said: "If I say I'm a social worker, the teachers' attitude suggests that I should have used the tradesmen's entrance. When I say that I'm really a teacher, 'disguised' as a social worker, all is forgiven and they put down the red carpet."

There was almost total unanimity of heads in two pyramids on two matters. One highlights the crucial role played by liaison-teachers in establishing "continuity of care", so that pupils at risk are given maximum care and support throughout their education. This is not done merely by sending out warning signals to secondary schools about potential trouble makers, but more by a caring watching brief, spending time each year as infants move to junior school, outlining the learning difficulties of individual children to new heads, and enlisting a continuing sympathy and consistent approach to work programmes.

Also rated highly was the successful coordination of school support services,

in line with Sir Alec Clegg's early "blueprint" for a teacher/social worker. In some cases this coordination has been effected in informal ways; in others, meetings are arranged on a regular basis, and chaired by the liaison-teacher.

Success and failure at these meetings range from the youth worker invited by the liaison-teacher (against the advice of colleagues), whose contribution was so valuable as to vindicate her presence, to the local police constable whose copious note-taking as cases were discussed alarmed others at the conference.

It would be easy to conclude that liaison-teacher schemes have been successful because heads in existing pyramids confirm this view. We should ask whether the liaison-teachers provide a unique service to schools. There is good evidence to support this "unique ness", because liaison-teachers possess an expertise in education which many education welfare officers are unable to match.

Recent recommendations to improve the recruitment and training of education welfare officers may produce officers with greater sensitivity to the problems of pupils needing support on social and educational fronts.

The education welfare service, and indeed most social workers, would refute this viewpoint, on the grounds that liaison-teachers are deficient in social work expertise. The liaison-teachers' lack of social work expertise, their better pay and prestige, the threat which their appointments presented to social workers—all these views came through in interviews with education welfare officers in contact with pyramids.

Social workers would be happier about liaison-teacher appointments if the "role" was more clearly defined. To achieve this one would need to return to the earlier definition in *Children in Distress*. Education welfare officers, however, would assert that they are quite capable of this "link" role, and that the function of liaison-teachers should be directed into what they consider to be more appropriate teacher functions rele-

vant to present needs—responsibility towards the growing number of disruptive pupils.

It is regrettable that two extreme viewpoints have emerged where, on the one hand, the bulk of heads applaud the work of liaison-teachers to the point where social workers are made to feel inferior, while education welfare officers can only tolerate liaison-teachers in a role which confines them mainly to work within the schools.

It would be more sensible if liaison-teacher appointments were seen as a stage of development. They have begun to break down the iron curtains of academic immunity which for too long have encircled many schools. They have stimulated colleagues in pyramid schools to acquire a new outlook on pupils, and in consequence amend their teaching methods and attitudes.

They have demonstrated the needs of teachers not merely to consult education welfare officers and social workers on the family backgrounds and environmental difficulties faced by their pupils, but to be able to discuss these matters with someone sensitive both to classroom strategies and current educational trends and philosophies.

If the role has been provocative, it could have beneficial long-term effects for the education welfare service and the schools; and if liaison-teachers have made a valuable contribution to our support for the most vulnerable of the children we teach, it would be foolish to lose this impetus.

Existing posts must be maintained; new ones created. We must ensure, however, that social workers affected are consulted and considered before any new appointments are made, and that a dialogue is sustained whereby the work of all services which offer support to children is more purposefully coordinated.

Norman Francis was formerly concerned with the liaison-teacher scheme in the West Riding. He is now a general adviser for Gateshead.



A social worker does the rounds of some families in his area.

social worker relations are not adequate. Training exercises designed to reduce inter-personal tensions and increase inter-professional understanding are important and might be built into more routine contacts, such as case conferences and coordinating committees.

But a more fundamental challenge to dominant conceptions of professionalism seems necessary. After all, relationships between practitioners in the same agency are governed by rules of professional loyalty to colleagues—for example, regarding consumer complaints—which can involve collusion between practi-



A social worker does the rounds of some families in his area.

tioners against the consumer. When the critic is another powerful professional organization, such self-defensive professional solidarity is even more likely.

Within social work and teaching it is still widely accepted that loyalty to one's employing body is a defining characteristic of professional behaviour. Yet, as we have seen, helping practitioners now frequently operate within organizations whose helping goals have been displaced. A conception of professionalism is, therefore, needed which actively encourages practitioners' criticism of their employing body, and offers collective support for this.

Such a conclusion poses a further challenge to an assumption so far taken for granted; that making teachers and social

workers' relations more harmonious will automatically benefit the consumer. But will it? Teaching and social work's social control functions are considerable. A streamlined form of cooperation between them could leave the consumer with even less power. If that is not what these ostensibly helping groups want, they need a much more sophisticated understanding of how they relate to each other.

Bernard Davies is lecturer in applied social studies at the University of Warwick.

# Wither school radio?

**Michael Cook**  
on disturbing developments  
at the BBC

To the proverbial (and indeed in the actual) man-in-the-street, the phrase "school radio" may have little meaning.

"But didn't you listen to school radio programmes when you were at school?" you ask.  
"Don't think so."  
"William Appleby? *Singing Together*?"  
"Oh yes. I remember him. He always said, 'Sit up, schools.' Yes, and we had *Music and Movement*." I remember now . . .

BBC School Radio has come a long way in its 43 years. It now broadcasts nearly 2,000 programmes a year in over 80 series; it is used in 98 per cent of primary schools and 66 per cent of secondary schools; and every year around 33,000 schools buy millions of copies of the related publications. Yet despite the scale of the operation and the steady excellence of much of its output, it now seems possible that it could shortly fade away—due to a bizarre combination of its own idealism and self-effacement, to the changes in the economic climate, and also because of one or two chilly winds blowing across Portland Place from Broadcasting House (not least the cutback of a third of the number of publications produced between 1974-75 and 1975-76).

Indeed, if the forthcoming Amman Report should recommend (as it is quite likely to) that educational broadcasting be hived off from the BBC (and IBA) and placed under the care of a new authority, there will be few tears shed along the upper corridors of Broadcasting House.

This is because school radio is one of Auntie's more demanding nephews. It has the use of various libraries, technical facilities and professional expertise. It is a large drain on the BBC's limited finances (school

radio is one of the most expensive components, per minute, of any of the services the Radio 4 VHF frequencies for three hours a day—causing problems for planners and annoyance to producers and listeners when a phone-in or *Woman's Hour* is replaced by 20 minutes' German or by a nature programme or an incomprehensible without the accompanying filmstrip. (As school radio programmes become more closely related to educational needs or turn into resource packages to be taped and then used in small sections, they become less interesting to the casual, eavesdropping listener or to the person whose new VHF receiver cannot get the medium wavelength.) The problem of sharing the Radio 4 network could well come to a head when the BBC reallocates its wavelengths to cope with increasing continental interference, and Radio 4 is moved to the longwave.

School radio gains prestige and glamour by being a part of the BBC and therefore attracts the services of professional radio writers and broadcasters whose contributions to school radio are as important as those of teachers and educational advisers. Because its products have to stand comparison with mainstream radio programmes, its professional standard is high, artistically and technically. BBC school radio programmes are vastly superior to most commercially-made educational tapes. No new, independent educational broadcasting system could easily build up such a comprehensive back-up system, even if it did have the present School Broadcasting Council and its systems of officials and committees to advise on educational matters.

What all this comes down to is that the schools are getting a highly professional and cheap product from the BBC; but because the BBC gets little tangible return (or even much public gratitude) for its commitment, it is getting a little tired of promoting this particular load.

However, threats to the life of school radio are not entirely external ones. An internal one lies in the educational idealism that

directs the planning of some series, which has resulted in their being so good they are too exhausting to use.  
Once upon a time the teacher switched on the wireless and there was the BBC Home Service for schools; 20 minutes' easy listening which made few demands upon the teacher but which perhaps inspired the children or at least woke their imaginations. Now those playlets about Janet and John on the Roman Wall have disappeared. Teachers are offered audio packages which must be taped, used in sections together with filmstrips or worksheets and pamphlets or workcards; they are not so much educational aids as challenges. Indeed, it is sometimes rather as if the producer is saying: "No teacher sits down while using my programmes!"

It is, of course, proper that school radio should challenge the teacher as well as the pupil, but a series can become so demanding that it becomes too difficult to use. It is surely a duty of public service broadcasting to serve as well as to educate, and the teacher has a right to expect some uncomplicated help as well as a sort of in-service training course. The programme makers might do well to look at the methods of "nasty" commercial, profit-making publishers who (though they may include many a prestigious title in their lists) do also make sure there are plenty of popular money-spinners there as well. School radio is so valuable that it has a positive obligation to seek its own self-preservation. It is not enough to be idealistic.

The decline of school radio may prove to be the decline in policy as regards the pamphlets that accompany the various series. It is, of course, a dubious commitment to pay a broadcasting organization to say its printed publications are the best thing about it, but for many years the pupils' pamphlets and teachers' notes were where lay the appeal of school radio.

These were, and are published by BBC Educational Publications, a non-profit-making organization which (because its editorial and research work is done by programme staff) can produce pamphlets and booklets at prices

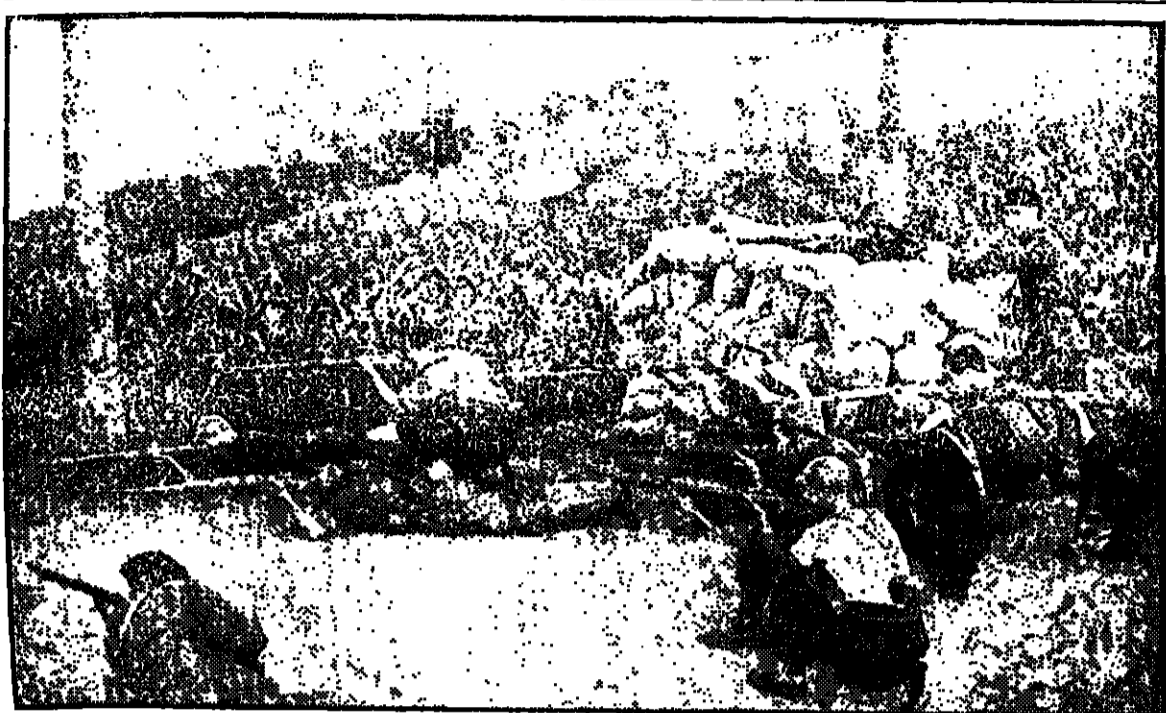
that infuriate other publishers and which please the schools. BBC pamphlets certainly used to be the cheapest anthologies, songbooks and resource materials on the market. They were well worth preserving long after the broadcasts were forgotten or the tapes erased. But rising costs and stable circulation figures have meant that the schools' money now does not go so far.

Rather than having the courage and faith (and indeed munificence) to work on the assumption that it could offer a fine product at a price no one else could match, school radio apparently decided not to embark on a marketing scheme to persuade schools to invest in their materials, but to embrace the temptation to spend by producing less. Bulky (and often uninteresting) pamphlets have been shrunk to tiny (and often uninteresting) pamphlets. The 1974-75 figure of eleven million items produced to accompany radio and television series was reduced to less than eight million in 1975-76.

While it is obviously sound commercial sense to reduce wastage and overheads, the cut-back of a third does seem to indicate a mammoth loss of confidence in one's own product. If school radio does set out to be an organization designed to serve the schools, it should realize that it can do this most effectively by believing in its products and making them as widely and as easily available as possible.

Considering it is part of an organization that will market Wombles with panache, and run other high-powered publicity campaigns, it is illogical of school radio to be so modest, unassuming and uncommercial. Indeed, it is more than illogical: it is a prodigious waste of talent.

But maybe it is not just up to school radio to do a bit of shouting from the rooftops: those who use it and appreciate it have a responsibility not just to be faithful listeners but to speak up and announce that school radio is still loved and wanted—before it is too late.



## History may say alas

**Paul Preston**  
on the Spanish Civil War

*The Spanish Civil War.* (Third revised and enlarged edition.)  
By Hugh Thomas.  
Hamish Hamilton £12.50, 241 89450 6.

At the beginning of the Spanish Civil War, the philosopher Miguel de Unamuno supported the military rising. However, three months in the rebel capital of Salamanca, where he was rector of the university, made him change his mind. On October 12, 1936, a ceremony was held in the university's great hall to celebrate the festival of the Hispanic Race. Appalled by the virulent speeches of the leading Francoist present, the venerable scholar declared: "You will win (vencer) because you have more than enough brains force. But you will never convince (convencer) by to convince, you need to persuade. And in order to persuade you would need what you lack: reason and right in the struggle."  
Nothing has predicted the accuracy of Unamuno's prediction more than the flood of publications about the war, a flood which has never abated since the formal end of hostilities in 1939. Last year saw the fortieth anniversary of the war's outbreak; yet, in print at least, the conflict goes on. Until his death in 1975, General Franco's propagandists never ceased trying to persuade the Spanish people and the world at large that the war had been a crusade for order and true religion against communist barbarism. The Francoists, however, never managed to add a propaganda victory to their military triumph.  
This was largely the case because the defeated Republicans and many of their foreign sympathizers have consistently defended the view that the war had really been the struggle of an oppressed people against the fascist oligarchy and its foreign puppet allies.

It is strange, then, that three of the books which have the most impact on the great historiographical battle which still rages were written by Anglo-Saxons, and two of them were general surveys. In 1961, Hugh Thomas published his much-lauded *The Spanish Civil War*. Two years later, Herbert R. Southworth produced his devastating demolition of Francoist crusade mythology, *El mito de la cruzada de Franco* (Paris 1963). Available in both French and Spanish translations, the English original still awaits publication. Finally, in 1965, there appeared Gabriel Jackson's *The Spanish Republic and the Civil War*.

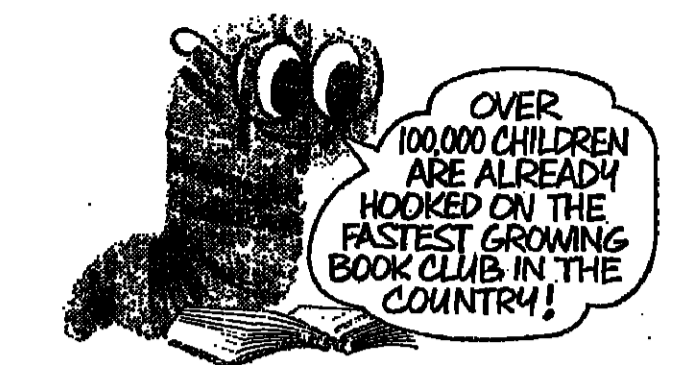
So great was the impact of these works in Spain, despite the efforts of the frontier police to keep them out, that the standard regime justification of the war was entirely discredited. Franco's then Minister of Information, Manuel Fraga, set up an official centre for civil war studies to streamline crusade historiography. Rather like the notorious war-guilt section established in Germany after the Great War, the new centre aimed to orchestrate a major propaganda exercise. The pace of social change was too quick, however, for Fraga to be successful. A new generation of Spanish historians was beginning to look at the war in terms of social conflict and regarded the updated crusade mythology as an absurd anachronism. Moreover, the three works mentioned above continued to be smuggled into Spain and the one by Hugh Thomas even became a clandestine bestseller. So successful was it that, as the recently published conversations of Franco make clear, the Caudillo himself was regularly asked to clarify whether something the young British historian had written was correct, or not.

In addition to this basic conflict in the historiography of the war, polemics has raged among the Republicans as to the reasons for their defeat and, to a lesser extent, among the Francoists as to the efficacy of Franco's leadership. The immediate consequence of this apparently unending debate is the appearance of about 15,000 books and pamphlets concerning the Spanish war. This welter of material, sufficient to baffle the specialist, highlights the need for reliable works of synthesis. Oddly enough, despite the compulsive desire of so many participants to describe their role and for all the abundance of memoirs and monographs, attempts at a respected overview have been lacking both in quantity and quality, particularly in English.

estimated Franco's genius. More serious was the criticism of the libertarian Vernon Richards, who alleged that the book suffered from a major imbalance, with inordinate space devoted to the personalities of politicians and generals at the expense of the war's great revolutionary events. Such criticisms from right and left may seem to pay implicit tribute to the work's objectivity. Nevertheless, an exiled Republican, Angel Palerm, summed up the reactions of those who looked for a more committed book when he wrote that "indifference and incomprehension rather than objectivity and impartiality are what we find here."

How then does the new edition stand up to these criticisms of the old and what is its value amidst the glut of books on the subject published in the last 15 years? The first and third criticisms may be answered together. Neither the original nor the present edition was written from a *parti pris* position. An meticulous effort to see both sides' point of view is manifest throughout the book. Whether this classic liberal approach is the most appropriate one can only be a matter of opinion. It is a method which gives more weight to description than to analysis. Thus, while there is hardly any aspect of the Spanish conflict not covered in Hugh Thomas's comprehensive and detailed survey, it is sometimes difficult to see the wood among all the trees, the real issue among all the fascinating details. Two 15-year-old substantially new pages on the origins of the war describe the disintegration of Spanish politics in the first third of the century without ever really analyzing the great structural crisis through which Spain was passing. This is not a book for anyone seeking a class analysis of one of the most savage class wars in recent history.

The addition of 20 new pages on the revolutionary experience does not entirely fit in a work of over one thousand pages, neutralize Vernon Richards's criticism. However, new material on the political developments within the two war zones has considerably improved the book's internal balance. Moreover, on the war itself, the detached approach pays considerable dividends. Particularly for the reader interested in the military and diplomatic aspects of the war, the finest of historical new material is alone justification for warmly welcoming this new edition. In addition, the press has been lightened up to make this, if anything, even more readable than the first edition. In 15 years, the book has had only one serious challenger—Gabriel Jackson's elegant survey, a book written on a smaller scale and with a different purpose. That adds, Hugh Thomas's book is now reaffirmed as the finest blow-by-blow account of the Spanish Civil War available to date.



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## Atoms of kinship

**C. R. Badcock**  
on Claude Lévi-Strauss

*Structural Anthropology, Volume II.* By Claude Lévi-Strauss, translated from the French by Monique Layton. Allen Lane £5.50, 7139 1021 G.

The publication of the English translation of Claude Lévi-Strauss's *Structural Anthropology Volume II* will be welcomed by a wide circle of readers with interests in anthropology and theoretical sciences in general, not to mention those specifically concerned with structuralism in the many fields in which it is now applied. I suspect that the principal reason for this is that, like Volume One which was published many years ago, it is a collection of essays and as such gives a far better idea of the widely ramifying aspects of Lévi-Strauss' structuralism than do monographs like *The Savage Mind* or *Elementary Structures of Kinship*.

Although the books which Lévi-Strauss has devoted to particular applications of the structuralist method are outstanding examples of his technique within the limits imposed, they cannot compete with the two volumes of *Structural Anthropology* in giving a broad introduction to his diverse work. I recall, however, about a dozen years ago, I said one or two other undergraduates who were studying anthropology would read the first volume page by page and line by line, exploring together a book which we believed which we knew our anthropological professors did not at that time accept as being of any great value.

In the meantime there has been a dramatic change in the situation, and I must admit that now that Lévi-Strauss' structuralism is conventional wisdom in much British anthropology and now that structuralist orthodoxy has replaced functionalism as the main inspiration of much research, Lévi-Strauss has also—perhaps by way of one of those structural inversions of which Lévi-Strauss is so fond—turned into the exact opposite.

The book begins promisingly enough with Lévi-Strauss's inaugural address to the Collège de France. This is meant to be a tribute to Durkheim, de Saussure, Mauss, and other patron saints of structuralism but the curious thing about it is that rhetoric aside (and there is quite a lot of it here) the only empirical element present—an analysis of the

riddle motif in the legends of Oedipus, Parsifal, and certain Indian myths—owes much more to Freud than to anyone else.  
The second essay, a paenagoric on "Jean-Jacques Rousseau, Founder of the Sciences of Man" recalls the minds of those who know their Lévi-Strauss to the one use to which he has put a Rousseauesque idea—that of the social contract and the state of nature—and to the fact that as it is actually applied in the opening pages of *Elementary Structures of Kinship* it is the self-same notion as that used by Freud in *Totem and Taboo*: namely, that society is possible because men avoid incest.

More substantial is "Reflections on the Atom of Kinship" an article in which Lévi-Strauss continues the discussion of one of the most controversial ideas found in Volume One, and "The Story of Adiwai". The unfortunate thing about the latter is that it follows a review of the work of Vladimir Propp, a Russian formalist who set about boiling down fairy tales to the point where any particular tale becomes merely a version of a basic tale whose fundamentals have been reduced to mathematical symbolism.

I have no doubt that with sufficient flair for generalization, abstraction, and categorization anyone could reduce anything to a common formula. This is a particularly pertinent point to practically the whole of the rest of the book and especially to the analysis of the myths, such as that of Adiwai. Later, on page 275, Lévi-Strauss castigates some forms of structuralist, literary criticism in terms which many would feel apply to his own technique.

The work studied and the analyst's thought reflect each other and we are deprived of any means of sorting out what is simply received from the one and what the other puts into it. One thus becomes locked into a reciprocal relativism, which can be sub-jectively attractive but which does not seem to refer to any type of external evidence.  
By way of self-justification, Lévi-Strauss would claim the neo-Durkheimian, neo-Rousseau, even neo-Marxist exculpation that his structuralism is firmly founded in social reality. But what is that? Presumably just another structure—a social structure.  
Today, when structuralism is common in anthropology and the other social sciences, perhaps it is not surprising that Volume Two presented as an introduction to a novel mode of analysis but is more likely to be seen as a useful compendium of studies, which give rise to more questions than answers.



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Unmuzzling the facts

N. W. Pirie reviews a new book on rabies

Rabies: the facts. Edited C. Kaplan. Oxford University Press £1.95. 19 264918 3. (To be published as a Corgi paperback on March 25.)

There is no evidence that any wild animal in Britain has rabies. We are more fortunate than others in the United States there are many infected bats, racoons, skunks and other animals, in India jackals, and in continental Europe foxes and even cows. There are no obvious reasons for our good luck. We had rabies in dogs including fox hounds, until 1903 when, 70 years after Norway, and Sweden had established control, there was effective legislation to control mad dogs. It is hard to understand the opposition of sentimentalists to the destruction of strays and the muzzling of suspects.

Our position remains precarious. In 1919, one smuggled dog infected 200 others, and it took three years to suppress the outbreak. The rapid spread of rabid animals on the continent is increasing the risk of another outbreak here. In spite of a vigorous programme of fox control, rabies moves west across France at 12 to 80 km a year, and is now only 100 km from the Channel at some points. All this fully justifies our rigid system of quarantine and rhadamantine penalties on animal smugglers.

Like many other infectious diseases, rabies is cyclic, but it has never caused more than a ripple, in any country, on the human death-rate curve. There are never epidemics because it is rarely passed from person to person. The attention paid to it is, however, reasonable, for it is a very unpleasant disease that could, in principle, be controlled or eradicated without gross interference with our manner of living. In countries where foxes are the main reservoir of infection,

enormous extermination programmes have been run with very varied success. They were successful in Alberta and Denmark; elsewhere they have often done little except upset the balance between carnivores. In one programme in the United States it cost 206 dollars to kill each fox.

The numbers involved in blanket assassination are enormous: for the sake of the amenities, without the risk of rabies, post-officers kill 1,000 foxes a year in the London Borough of Bromley; 100,000 are killed in Britain as a whole. Attempts are therefore being made to immunize foxes by putting attenuated virus, which is absorbed through the mucous membrane of the gut, on bait.

Animals are still often vaccinated with material made by essentially the technique used by Pasteur when he attenuated, or "fixed", rabies virus by drying infected spinal cords for just the right time. Viruses do not multiply as bacteria do, growing and dividing in the culture medium provided by a susceptible host. Instead, they take over the synthesizing machinery of the host and delude it into making copies of the virus instead of what it was making before infection. Various other methods are now used to inactivate the virus to such an extent that it can no longer produce overt infection, but can still immunize the host.

Until recently, the material used for a course of immunization injections contained several grams of irrelevant material from the animal in which the virus had been grown. It was reactions to that contamination that made immunization or treatment so unpleasant. More relevant material is now cultivated in newborn animals, bacteria, or cultured human cells. Adverse reactions get steadily less, but efficacy may not be getting greater. As with other virus infections, there is no evidence that any antibiotic is

effective, and little reason to expect that one will be. The problem of preventing or treating rabies is far from solved, and there is no suggestion that vigilance in controlling wild and domestic animals that may have the disease should be relaxed.

From a purely scientific point of view, there are many points of interest about the virus. It does not seem able to penetrate unbroken skin. It is usually transmitted by saliva; hence the danger from a bite. But there are other vehicles of infection and the virus can penetrate mucous membrane. Those who inhale bat dung in a cave get infected as well as those bitten by a vampire bat. From the point of entry, it moves along nerves to the brain. This improbable behaviour was suggested by Pasteur's colleague Roux, and was doubted for many years. From the brain, it spreads back along nerves to most parts of the body. The horrifying states of intermittent terror, mania and hydrophobia are consequences of the affinity of the virus for the brain.

All this information comes from Rabies: the facts, written by Kaplan and seven other scientists. The book also contains much information about methods for recognising early stages of the disease in people who may have been infected, and late stages in animals suspected of carrying it. Few viruses are able to infect so many different species; the habits of these wild animals that cause most of the infections are discussed at some length. Most of the book is comprehensible by anyone prepared to read carefully. However, in places, technical terms that are not in ordinary dictionaries are used unnecessarily, and three to four times as many scientific names are given as a general reader has any use for; since there are no references, these names are not much use to the scientific reader either.

Survival machinery

Steven Rose on genetics

The Selfish Gene. By Richard Dawkins. Oxford University Press £2.95. 19 857519 X.

In the twenties and thirties it was the physicists and the cosmologists who were the grand theorists of the human condition. Today we are in the hands of the evolutionary biologists. Their names have become part of the cultural apparatus of contemporary Anglo-Saxon intellectual discourse; first Lorenz, Morris and Ardrey, now Wilson (Sociobiology: the new synthesis) and most recently, Richard Dawkins.

All such writings claim to be able to provide an overall account of the main forces shaping animal (including human) societies and social relations between individuals in terms derived from a reinterpretation of the neutral Darwinian evolutionary theory and from the study of behaviour of animals in groups. The Selfish Gene is a freshly written assertion of the claim of one school of evolutionary theory, amongst those leading figures are John Maynard Smith and Robert Trivers (who contributes a foreword). The main thesis is to demolish a particular neo-Darwinian heresy, that of group selection, in which individuals are believed to act "altruistically" and in the interests of the survival of the species as a whole.

In this view, natural selection may be regarded as acting upon the group or species. By contrast, Dawkins claims to be able to account for the most important features of animal behaviour by assuming that organisms are "survival machines" in the interests of their genes in the particular DNA structures across generations. Organisms behave, according to Dawkins, as if their genes contain statistically programmed computers which enable them to decide that it is in their interest for the body in which they reside to behave in given ways in order to maximize the survival of the organism, nor of the species, but of each of its particular genes. This seemingly bizarre view-point is (as Dawkins knows) a re-expression of the nineteenth-century claim by August Weismann of the immortality of the germplasm. It rests on the assumption (which not all evolutionists would accept) that natural selection acts upon the gene rather than the organism. And it contains, I believe, fundamental flaws which invalidate it as a theory while making it (in spite of the

author's protestations) obviously when one applies it, as he does, to humans.

But briefly the flaws in Dawkins' theory are, first, its very unsalubly incestuous, at its most in-soluble counterexample. Given an actual behaviour, all that is necessary is for Dawkins to postulate a gene which controls it. Genes "sexual loyalty", and, if they do not fit the bill, counteracting genes, or "sexual disloyalty". And a gene explained in this geneticist's parlance given enough special pleading can give enough computer simulation their consequences. Second, a theoretical framework which attributes intent to genes as opposed to the organisms which contain them is not merely paradoxical, nor, despite Dawkins' repeated disclaimers, just a sign of speech which can be translated back into boring old mathematical "gene language" by sophisticated scientists. It is part of a contemporary current of thought which persistently mistakes parts for wholes.

This is seen most clearly when Dawkins extrapolates to the human situation. Often he betrays the sort of demographic and sociological ignorance he would not tolerate from a sociologist who ventured into Dawkins' own field of cricket criticism, as when he patronizingly criticizes an "unnatural" welfare state when "... we (sic) have abolished the family as a unit of economic self-sufficiency and substituted the state. But the privilege of guaranteed support for children had not been abused. Individual humans who have more children than they are capable of raising are probably too ignorant to make such a decision. Parents' institutions and leaders who deliberately encourage them to do so seem to me less free from suspicion."

However, Dawkins would like to be liberal, if not progressive. Humans may be, he concedes, genuinely "altruistic" but if they are, it is because they are consciously countermanding the instructions of their genes. Yet, by definition, his theory must imply that we therefore possess genes which tend to make us disobey the instructions of other genes! In order to save the phenomenon of the altruistic human consciousness which his theoretical stance abolishes, Dawkins ends by falling squarely into the trap that he himself has dug.

Life's little ironies

John Valzey

Who Makes British Foreign Policy? by James Barber. The Open University Press £1.85. 935 01362 5.

In one sense the idea of a foreign policy is intrinsically absurd. Britain is a small country, economically (smaller, say, than Canada), and militarily it is merely the strongest of a group of unimportant powers. In the central decision of peace and war only Russia and America (and possibly China) have any say; economically, policy is made by Wall Street, Bonn and Brussels.

Each interest group in Britain has its own contacts—farmers with Brussels, the oil interests with the oil companies—and those who are seeking to reduce the size of the Foreign Office (the largest in the world after America and Russia) would argue that international links are so manifold that any attempt to embrace them in one specialised department is a hangover from the time when Britain, as a great power, with a strong navy and the empire, was the top league.

It is this fascinating book, Mr Barber does not adopt this reductionist view. He shows that there is a central core of "British interests" which are perceived by the diplomats, the politicians concerned with foreign affairs, and by those who write about them; but he points out that this central core is surrounded, as it were, by layer after layer of contacts with overseas interests, which in turn make up the complex structure of international relations.

It is by no means clear that this structure is coherent, nor that it necessarily should be. Indeed, seen from a British point of view, there are played off against each other, and the international organizations, representing the same powers wearing their different hats, can often be in conflict with each other.

This pluralistic conception of the nature and process of policy formation is, of course, widely applied to other departments of public activity, and it readily confirms. To take an example, there is such a thing as a "conservative education policy" which is a gross oversimplification. There are conservative styles which have created acceptable systems of comprehensive schools; there are conservative styles which have created acceptable systems of comprehensive schools; there are conservative styles which would increase expenditure on state education; and, to respond to pressure groups, which is the nature of politicians, a government may find itself acting quite out of character and wholly inconsistently, not only with its overt principles, but within its own policies it may seem extremely inconsistent.

This accounts for the suspicion of the faithful when a government is returned full of promises, and of promises, and exactly the opposite happens to what is expected. But, since the issues are complex and the pressures often inconsistent, even "the departmental view" of the Foreign Office line, or the DES permanent policies—can itself be seen to be sometimes defeated by events, and sometimes not a monolithic whole. Even within Elizabeth House, for example, there may be a dissenting voice, long and loudly silent, which one day will speak out against the binary system.

Pro patria

War and Society, Volume Two. Edited by Brian Bond and Ian Roy. Croom Helm £8.50. 85664 404 8.

War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1755 to Germany's Air Power at the time of the Munich Crisis, published in November, 1975, was reviewed in the TES on January 23 last year). Professor V. G. Kiernan's article on Colonial Africa and the light of present trigger-happy rivalries in that unhappy continent. This volume includes review articles and reviews.

Birth to death

The Person. By Theodore Lidz. Harper and Row £8.20. 465 0350 6.

This is the revised edition of a book first published in 1968 and widely acclaimed since then. It tells the story of how personality develops from birth to death and how it impinges on life in every stage with the attendant emphasis on marital choice and adjustment within marriage.

What makes this book stand out from other comparable books is its readability. Lidz writes with a clarity and a wide range of scholarship. The language is clear and precise without being pedantic and the pace is sufficiently unhurried for most readers.

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Aelfric to Chaucer

Pamela Gradon on early English poetry

The Routledge History of English Poetry Volume I. Old and Middle English Poetry. By Derek Pearsall. Routledge and Kegan Paul £8.75. 7100 8396 3.

This is the first volume of a projected history of English poetry, under the editorship of Professor R. A. Foakes, to be entitled The Routledge History of English Poetry. The aim of the series is to provide merely another account of our major poets but to recount the development of English poetry, having regard not only to the author's own critical responses and to the accumulated scholarly literature, but also to the historical conditions from which the poetry sprang. This volume has a useful appendix of dates.

The book, then, is firmly in the historical tradition of criticism. It reviews English poetry from the earliest Anglo-Saxon poetry to the decline of medieval poetic forms in the Tudor period. The whole body of extant verse is surveyed and the survey comprises works as disparate as the poetry of Chaucer and "obscure" Riddles copied in a Cambridge medical treatise.

Within this compass, however, some major works are treated at greater length. The book is an immensely solid achievement, showing both a scholarly grasp of the critical discussion and some illuminating independent comment. Professor Pearsall has a happy turn of phrase, and a quick eye for literary merit.

Yet, for all the solid grasp of this book, one must have some doubts about the validity of the approach. In the Middle Ages, above all, verse is a common medium of expression for quite mundane matters, and it is somewhat artificial to separate poetry from prose. Poems entitled, for example, by their editors "Teeth, Bones, and Veins" or "On the Medicinal Properties of Leeks" hardly exemplify the distinctively poetic language or inspiration expected by the modern reader. Yet examples of equally trivial must necessarily be included under a title such as that imposed; while, on the other hand, works that have much in common cannot be compared. A discussion of romances which cannot take account of the lyrics which does not consider the religious prose of the fourteenth century must necessarily be limited in its range and effectiveness. Again, verse sermons seem

to belong rather with prose sermons than with Chaucer. Professor Pearsall perhaps felt this, since he contrived to discuss Aelfric and Wulfstan under the omnibus heading Poetry and Prose.

All in all, however, this seems a worthwhile enterprise. One of the disservices rendered to English literature by "the great tradition" is the diminution of the stature of the great authors arising from the neglect of the second-class. What do they know of Chaucer, we might say, who only Chaucer know? Professor Pearsall rightly observes that "The newness and richness of Chaucer's language can only be truly savoured by those who have prepared for it by the plain diet of early fourteenth-century romance and religious poetry." If Professor Pearsall has enabled us to see some of the greatest authors in a new perspective, he has done a useful service.

Children's literature Drama and distraction

Francesca Greenoak

The Otherwise Girl. By Keith Clarke. Bloomsbury £2.95. 85634 052 5.

Hostages to Fortune. By John J. Ingard. Hamish Hamilton £2.50. 211 89196 4.

Far in Go. By Noel Streetfield. Collins £2.95. 00 184216 3.

Ring of Gold. By Peggy Appiah. André Deutsch £2.95. 233 95875 4.

The Otherwise Girl is both literally and metaphorically a haunting story. Matt, the young hero with a leering towards art as yet not very clearly defined, goes to stay with an artist family in an English country village. There his everyday life becomes tangled with visitations from a wifely but enigmatic ghost child. She died at the threshold between child and adulthood and it seems that she made the break with her former life.

Although the plot is undeniably bizarre, the relationships are entirely credible and seem to have developed through out the book. Despite the light tone of the style and the cliché-romantic nature of some of the situations in the story, this book comes through as one in which something important happens. Matt's growing consciousness is matched by a corresponding weakening of himself as an artist; the experience is a significant one in his life. The events in this story are for him a first step in his growth as a mature individual and as an artist.

The other three books included here concentrate far more on narrative. Hostages to Fortune is a replete with a discussion of Langland and the lyrics which does not consider the religious prose of the fourteenth century must necessarily be limited in its range and effectiveness. Again, verse sermons seem

to get anywhere with Far to Go, the latest Noel Streetfield book, a sequel to Thursday Child. This episode traces the implausible story of the heroine through an acting engagement in a London theatre into a climactic melodrama in which she is captured by the wicked

narrator who featured as head of the package in the previous book. Both heroine and villain survive the encounter, no doubt to reappear in volume three of the adventure. The characters in Far to Go are roughly sketched and the book also lacks any real sense of involvement between Margaret Thursday and her acting. This is disappointing when one recalls the same author's Bellver Shoes in which a feeling for acting went beyond self-advertisement and vanity.

Peggy Appiah has written a heartening story about a group of Ghanaian children who make every effort to try to get a library built in their village. The children pan for gold, hold sales of articles that they make, and finally discover some archaeological remains. Eventually, the village gets not only a library but also a school and a visit from a party of English schoolchildren. Ring of Gold is like a fairy tale in its train of lucky coincidences but it also contains some interesting practical detail, about village life in Ghana.

One needs considerable imagination to get anywhere with Far to Go, the latest Noel Streetfield book, a sequel to Thursday Child. This episode traces the implausible story of the heroine through an acting engagement in a London theatre into a climactic melodrama in which she is captured by the wicked

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Paperbacks Brio for browsers Deeper into Movieland (Caldar and Baynes £3.95, 7143 094 8) is the debutante Pauline Kaol's fourth book of reviews culled from her column in the New Yorker, where she and the equally formidable Penelope Gilliat divide the year between them. This period she notes which three decades seem to have been compressed into three years—and films such as Butch Cassidy and the Sundance Kid, Zabriskie Point, Claire's Knee, Savoy, and McCabe and Mrs. Miller. But who would read if Ms. Kael had not been there to speak over the body a few choice words—thus giving a strange kind of immortality to these otherwise unmemorable works. It is all done with her customary brio and insight, a book to browse through when newspaper reviews appal. The Major Film Theories by J. Dudley Andrew (Oxford University Press, £3.95, 19 50191 1) attempts to enlarge the student's perception of what goes on the screen and why, by introducing him to the film theory, and the work of Eisenstein, Beloz, Bazin, etc. It may not, what the author, enlarge his enjoyment of the cinema—which leads me to wonder what exactly goes on at the University of Iowa where Mr. Andrew teaches. Useful as a textbook. Araminta Wordsworth Jazz Piano, by Edda Harvey (Hodder & Stoughton £1.50. 6340 12456 3) is a welcome republication of a Teach Yourself book that will be of equal interest to the pianist and to the student, though ever advanced) of twentieth-century harmony. It is always perceptive and often exciting, especially, one imagines, if used at the keyboard by a beginner. R. K. Park

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David Stacey

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# LHTA EXHIBITION—BOOKS

## The watchword: participation

Gerald Haigh on Countesthorpe

The Countesthorpe Experience. Edited by John Watts. Allen and Unwin £5.95. 04 3730035. £2.50. 04 3730043.

To the casual observer, Countesthorpe College can look like a willfully eccentric and complicated place. One is faced, for example, with trivial beliefs about the names by which people should call each other. Then there is Progressive Man's eternal search for democracy, which, in the school setting, seems to involve everyone in misgiving their tea to attend boring meetings.

A closer look, though, demonstrates that the Countesthorpe philosophy is both relatively simple and logically irreproachable. If I interpret it aright, it goes something like this:

The comprehensive school came into existence in order to eliminate divisions which were not only unfair but impracticable. It follows that the comprehensive school itself should go on and attempt the elimination of conflict-producing divisions within itself. One way to do this is to identify the points at issue in the relationships between head, teachers and pupils, and to remove as many of them as possible.

Teachers are less willing than they were to discuss, says school uniform, and there has been a general change in the nature of the

participation relationship to the extent that there is now doubt about both the wisdom and the possibility of clinging to a rigidly authoritarian style of operation. What the Countesthorpe teachers have done is extend this principle of conflict-avoidance into areas of curriculum, organization and physical space which were previously seen as sacrosanct.

Participation is the watchword at Countesthorpe; this symposium of articles and papers (about half of which have been published already in one form or another) has been written by over 20 people. While this tends to lessen its emotional impact (I found myself looking wistfully at John Watts's introductory comment, "At one point we had hoped to commission one writer") that such a battery of documents should have been made available at all is an indication of the unique nature of the place. There are surely entire L.C.s which could not muster a book full of writings about themselves.

The reader who is suspicious of progressivism will have some of his misgivings allayed by the book. There is, for instance, strong and yet entirely realistic enthusiasm from the clear head and pen of Virginia Makins. John Watts, the principal, comes across as the very antithesis of a woolly-minded revolutionary. Peter Cornall, head of Carlislebrook School, writes in his

contribution "Countesthorpe Revisited":

I know that the principal is a man for whom levels of attainment could never become unimportant, even set against the virtues of social harmony.

In John Watts we find a man who, while trying hard to delegate virtually every scrap of his traditional authority, still clearly sees, and keeps tight hold on to a special position and function for the head. In "The Place of the Head", he sets out to make this idea explicit, but much of the nature of his job seems to be beyond objective definition. He treats with apparent confidence a path which lesser men would find to be a very shaky tightrope.

There are some things that worry me, for instance, the emphasis in those papers on the idea of knowledge being constructed jointly by teacher and pupil. Much is thrown up a barrage of words on the subject, cutting out familiar names such as Labov, Vygotsky and Freire. Peter, by the way, does duty as his Aunt Sally. He and Professor Bamcock, in fact, come in for a lot of flak, though, to be fair, Bamcock's return fire is given a good airing.

Muchin writes:

The notion of subject matter beyond people is mythology; there is only individual interpretation of subject matter, and the

task of the teacher, in this connexion, is to develop shared perceptions of the material.

I believe this to be somewhat intriguing. For me, the very nature of "teaching", as opposed to "helping" or "guiding", implies a right strongly to define what is brought before the learner, so that this definition should be influenced by the existence of an external body of knowledge which we owe the duty of transmission. Of course, each pupil will make this knowledge his own, but that does not mean it is not there nor that the teacher should behave as if it were not there.

My other worry is that the school's committee-led structure might inhibit individual brilliance, some of the best things in education have surely been done by single minded people who were willing to ding their colleagues along kicking and screaming.

In the end, though, the health has to be one of admiration. Secondary education is simply an unhealthy enough to turn its back to Countesthorpe. Now that the college has moved beyond its initial traumas, it deserves the serious close attention of all teachers in team structure, for instance (as described here), could be looked at by those who are worried about the pastoral/academic dichotomy. This is a book from which we can all learn.

# 26 Books

# Iron age to gold rush

Rosemary O'Day on a well-established series

Cambridge Introduction to the History of Mankind. The Old Regime and the Revolution. By Trevor Cairns. £1.60. Topic Books: The War of American Independence. By R. E. Evans. An Australian in the First World War. By Bill Gammage. Transported to Van Diemen's Land. By Judith O'Neill. The Buddha. By F. W. Rawling. Farming in the Iron Age. By Peter Reynolds. Building the Medieval Cathedrals. By Percy Watson. Cambridge University Press £1.10 each.

A further outpouring from the Cambridge Introduction to the History of Mankind is represented here: one textbook, *The Old Regime and the Revolution* and six topic books covering a variety of historical subjects. This must be one of the most active (if not the most active) historical series in preparation today and it is certainly the one most designed to stimulate useful historical project work in secondary schools.

The textbook, *The Old Regime and the Revolution*, is, in the main, well illustrated, and provides the international backdrop, as it were, for individual project work. Topics covered include Louis XIV's France, the late seventeenth-century's balance of power, the rise of new powers (Prussia and Russia), the European enlightenment (cultural and political), Europe overseas (the British in India, the struggle for North America), the American Revolution, the French Revolution, Napoleon's Europe, the return of the old regime.

Although there is some attempt to make the style lively, the book is

rather more narrative and descriptive in approach than some of the earlier books in the series. It uses visual aids very successfully: for example, on the first page of text the student is asked to look first at a portrait of Louis XIV and then at the royal bedchamber at Versailles and is then guided to certain conclusions. The use of visual media in Europe and America for purposes of communication and propaganda is also well shown via prints, cartoons, paintings and object d'art; these illustrations are simply wallpaper—they are there to make a point and the point is made in captions, often in some detail. Both contemporary and specially drawn maps are used a good deal and are, in general, well placed.

One of the topic books, R. E. Evans's *The War of American Independence*, develops in greater detail a subject covered in the "parent" textbook. The book asks the student why there was a war of independence and seeks to give him enough information at least to attempt a reply and to assess the relative importance of the various economic factors in the outbreak of war. The student is often asked to use his historical imagination when dealing with given issues; this seems to be an effective teaching technique. There is also some attempt to relate what the student is learning about in this topic book to what he has read about in the textbook or in other topic books in the series.

The book will be of particular interest for those who are concerned with the military aspects of the war, there is a section on arms and tactics which discusses the pros and cons of using certain weapons and methods of warfare and which also tries to assess the strengths and weaknesses of both sides in the war. There is a useful historical/analytical section on interpretations

of the war and the reasons for the British defeat. A portrait gallery of "important military personalities" ensures that the student will not forget the role of individuals in this war.

The other topic books relate to other parts of the course. I particularly liked *Building the Medieval Cathedrals* by Percy Watson and *An Australian in the First World War* by Bill Gammage which should interest adults as well as teenagers. The latter presents a compelling fictional biography of an Australian in the 1914-18 War, based on the sort of data available from diaries and letters. It makes fascinating reading and is a refreshing piece of teaching.

*Building the Medieval Cathedrals* adopts an entirely different approach—describing in clear detail how the cathedrals were built, highlighting the problems involved and using diagrams and illustrations very successfully.

The keynote to the success of this series of topic books is their freshness and variety of approach to historical subjects. Most school history books follow a conventional pattern but this series is not afraid to experiment and it usually does so successfully. *Farming in the Iron Age* is an interesting exercise in historical archaeology, dealing with evidence and methods as well as the topic. *Transported to Van Diemen's Land* presents the true story of two nineteenth-century British convicts sent to a penal colony in Tasmania, who met, married, and, after moving to Australia, lived to rear seven children and be respected as citizens. The book treats the convict system and the mining boom, for example, within the context of this story. *The Buddha* not only recounts the life of the Buddha and describes the Buddhist beliefs—it also seeks to assess the influence of Buddhism.

# 27 Books/LHTA

# Involvement

Richard Wilkinson

Developments in History Teaching. By Ian Steele. Open Books £1.50. 7291 0041 3.

Developments in History Teaching, a somewhat dogmatic exposition of the author's progressive methods in Madley College of Education, covers much ground, dealing with integrated studies, Schools Council projects, the training of teachers, and so forth.

The author enlists the aid of various teachers and theorists who have written some of the chapters. Mr Steele himself is first-rate on the problems and possibilities of public examinations; what he has to say about Mode III history O level is extremely interesting. There is indeed irony in the fact that children taking CSE are often encouraged to adopt the techniques of professional historians while able pupils are spoon-fed for GCE. And there are plenty of similar anomalies in the world of history teaching which Mr Steele rightly emphasizes. For too long we have assumed that our pupils are interested in history; what he has to say about history, and yet he doesn't like the subject. . . . Mr Steele's book is devoted to this very problem: how can we win enjoy the subject involve pupils who find it dull? Perhaps we can all learn a trick or two from Mr Steele.



A "Punch" cartoon of Disraeli illustrates the entry in "A Dictionary of People" by Robert J. Hoare which briefly describes his character and achievements. As with all the other entries, there is a suggestion for further reading. Longman £3.50.

# Interwar

The Illusion of Peace: International Relations in Europe 1918-1933. By Sally Marks. Macmillan £5.95. 333 15031 7. £2.95. 333 15032 5.

Most accounts of interwar European diplomacy concentrate on the crises of the 1930s. It is therefore excellent that this short and readable book should be devoted to the pre-Berlin period, and it is sensible that the author should seek to explain the causes of instability which existed within the European system and which were to be exploited by Hitler. This book is all the more valuable because the author clearly possesses a good knowledge of the original documentary sources. Douglas Johnson

# Probing 'problems'

Anthony Locke

Case Studies in Classroom Management. By David Galloway. Longman £2.25. 582 485 18562 2.

The title of this book could have been more explicit. It deals with problems of fundamentally normal children and the 30 short case studies cover a wide variety of difficulties, from many different points of view: those of the teachers, the parents, the pupils and those outside agencies that are increasingly being involved in school case conferences. It also includes aspects which can be overlooked by teachers: pupils needing special therapy, pupils' anxiety about illness, the danger of attributing difficulties to home problems. The

studies will be valuable in both education and inservice education courses.

Each of the cases is preceded by two or three main points focusing the reader's attention on the crucial issues. These are good examples of how a teacher can present a dozen or so questions of the end of each case/which cut to the heart of the case; these raise issues about alternative handling of the case, what parental support could be given and other examples which could be suggested.

David Galloway has shown considerable insight into the problems. In one case he describes the handwriting problem of a pupil

and illustrates how it can be as handicapping as backwardness in reading. It highlights how home work can be a burden more than teachers realize, and how too much help can hinder a child's progress. He shows how one case was dealt with by the various pressure groups within the school; arguments for and against setting; the use made of the remedial department as a convenient place

for non-academic pupils; the need trying to keep his nose clean with articulate parents; the head of the remedial department wanting to show what his department could contribute to helping bright children who were underachieving. After the decision had been made about what to do with this pupil, Galloway reminds us: "No one asked Anne what she thought about it all."

# Everyday life in the days of Osiris and Odin

Jessica Saraga

Living in Ancient Egypt. By R. J. Unstead. A and C Black £1.45. 7136 1713 6. How they lived in a Viking Settlement. By Stig Hagenius and Dagit Janrup. Lutetia £1.10. 7188 2199 8.

Viking Scandinavia, even Ancient Egypt, are not significantly more remote for primary children than Queen Victoria, nor significantly more recent than Australopithecus, for the concept of elapsed time develops slowly. Most children at this level thus have a catholic and open-minded approach to history; not from them do we hear those criticisms of "irrelevance" sometimes voiced in secondary schools. An anthropological approach is therefore particularly suitable for this age group; how people lived and worked, what they wore, for some reason, pre-eminently what they ate, is of endless fascination.

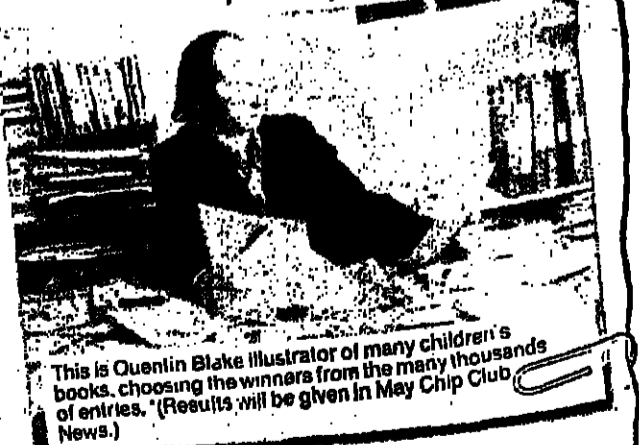
Both these books, which are representative of similar series (the latter, though perhaps R. J. Unstead's Ancient Egypt, which seems to be

directed more at the upper section of the primary school, is the more detailed. His account of life in the New Kingdom of the second millennium BC is clear and straightforward. Although there seems to be little mention of the archaeological or other evidence which has provided historians with such a wealth of knowledge about this period, his culture is brought vividly to life, and the abundant drawings by Ron Stenberg combine to make this an attractive little book.

How they lived in a Viking Settlement which is a translation from Swedish, adopts the more immediate approach of describing life from the viewpoint of two Viking children. Their story is told in admirably simple and lucid language, but this clarity is unfortunately spoiled by the disjointed effect of the pseudo-past layout of the text, for which there is no apparent reason. However, the virtues of the exact archaeological evidence is conveyed by the line and wash drawings, and a map which charts the Vikings' incredible expansion westwards to America and eastwards to the Caspian and Baghdad drives home their

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# Anglo-Saxon-centricity

Norman Stone on an historical encyclopedia

Illustrated Companion to World History. Edited by Grant Uden. Longman in association with Kestrel Books. Two volumes £15.00. 582 20521 4.

A German named Hollinger once found a painting of the Holy Family, wrote a Christmas greeting on the back and sent it to a friend. The picture was subsequently identified as a painting by Rembrandt. Hollinger tried to get it back, eventually taking the matter to court, and losing his case at a cost of £11,800. This has been quoted as the highest price ever paid for a Christmas card.

This two-volume encyclopedia is full of odd bits of information of this kind, and is really much more

than the "Dictionary of World History" it claims to be—this anecdote appears under "Christmas cards". Like any good encyclopedia, it offers information that is fascinating, which is immediately relevant. It is handsomely illustrated, often in colour, and an intelligent child would at once be attracted to it.

People take up many of the entries, and inevitably there are omissions which increase the survey moves eastwards (no Ludeendorf, no Pugaehce). The work is often shaky on foreign languages. Moreover, this Anglo-Saxon-centricity (which is entirely understandable) goes together with a certain vestigial patriotism. In the entry for the Battle of Britain, for instance, we are told that the Germans had 2,500 planes to the British 600—yet most of the German

planes were of course bombers, and hence hardly counted in what was essentially a fighter-battle. There are some interesting little essays under such headings as "mining" or "steel", from which the older child can learn something of the technological processes involved in economic history.

By contrast, economics is rather scantily served—the short item on "Depression" for instance, is brief and questionable; and "sociology" does not feature. "Proletariat" gets a few lines, "peasantry" none at all. Surely a discussion on lines similar to the essay on mining, of the economics of medieval and early modern peasant society could have been a useful addition to help O level scholars understand in-field and out-field. Altogether this is a good, reliable, old-fashioned encyclopedia—and just worth the price.

# World of the early English

Colin Crewdson

The Anglo-Saxons: How They Lived and Worked. By G. A. Lester. David and Charles £3.95. 7153 7248 3.

It is only recently that archaeology has got to grips with the Anglo-Saxon era. The Iron Age, with its obvious forts, Roman sites with their predictable abundance of finds, and Medieval settlement sites with their equally rich material remains—these tend to eclipse the modest relics of the Saxon period.

The difficulty of finding and recognizing Saxon sites, even when they are not unavailably beneath subsequent stunning buildings, has been a major stumbling block, but much modern reconstruction in our cities has opened up possible sites

for excavation for the first time: problems of recognition are not over, but are being solved.

G. A. Lester's book, *The Anglo-Saxons* does indeed draw on modern excavation, but his sources are much wider than this. Much of our knowledge still remains encapsulated in the literary records of the time, both secular and ecclesiastical; Mr Lester's sources range from churches and monuments, from Hede to Sutton Hoo, the Bayeux Tapestry to the Anglo-Saxon Chronicles, from contemporary and subsequent other writings to the excavation reports of today.

Given this wide range of material, *The Anglo-Saxons* could not help but be a diverse book; it is a history in a topical rather than a chrono-

logical sense. Although one loses the sequential development of the society it discusses, the author more than makes up by his skilful handling and organization of his subject. Topics range from the origin of the Germanic tribes, their settlement, religion (both before and after conversion), farming, the organization of their society, law and domestic life.

The study assumes a previous groundwork knowledge of the period, but it provides information about the lives and world of the early Englishman that is both readable and convincing. The final chapter gives some useful information on where to find Anglo-Saxon remains today, in museum, church and field.

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# Memories make history

Negley Harto

**The Steels.** By D. J. Steel and L. Taylor. Nelson 60p. 17 426006 7.  
**I Can Remember.** Edited by Nicci Crowther. Edward Arnold £1.00. 7131 0077 X.  
**A Memoir of an English Governess in Russia, 1914-17.** By Rosamund E. Dave. Unwin Brothers £1.55.  
**A Young Surgeon in Wellington's Army.** Edited by Leonard W. Woodford. Unwin Brothers £2.00.  
**Life at Sea: A Nineteenth Century Voyage to New Zealand.** Edited by John Finis. Unwin Brothers £1.55.

One of the most difficult tasks in teaching history is conveying a sense of time. The child's concept is generally rather weak: opposed to an apparently clear "now" is a vaguely defined "olden days" in which memories of the second world war can easily rub shoulders with that of William the Conqueror. It is a simple model shared, after all, by many among the general public, even those who are enthusiastic consumers of television history or of statey homes. Yet it can be dispelled, relatively easily, and the study of *The Steels* in Nelson's new "Family History Patches" series provides an excellent basis for correcting so fundamental a misconception.

"Everything has a history" is its underlying thesis. Its focus is on the history of an actual family through five generations. It starts from 10-year-old Alison Steel and certain features of her own lifetime, and then proceeds through her 42-year-

old father's experience of the Second World War, her grandmother's Edwardian memories back to what can be discovered of her great-grandfather and his father, a Bedfordshire straw-plait dealer born in 1813. It is an excellently designed book, well illustrated and sensible throughout. At all stages specific questions are suggested. They give clues to a good variety of ways in which the portrayal of a particular family's experience can be linked to that of everybody's family, and then linked to history in a wider sense.

It also provides an illuminating understanding of the significance of the passage of time. Social mobility, occupational changes, migration, working conditions, leisure activities, patterns of consumption—a great range of important topics in the social history of the past 100 and more years are brought to life—and are brought literally into the pupils' own lives. Furthermore, such themes are well interwoven with the main events of the more traditional history, such as the impact of the Second World War or of the Crimean War.

Another new book that is equally in tune with the current approach to the new social history is Nicci Crowther's *I Can Remember*. . . . It presents short edited recordings of the reminiscences of 12 individuals, all still alive and all ordinary people in the sense of not being famous. Their lives are brought into a sense of considerable intrinsic interest, covering experience as varied as royal service in the 1920s, evacuation in the Second World War, and being young in Edwardian London, small-town America, the Orange Free State or Russia at the time of the revolution. Besides the numerical lines, the text which facilitate careful class

use, there are well-wrought questions which both test comprehension and provide intelligent openings for further work on people in "history" conceived at the totality of past experience—great though they played an part in "history" conceived as the stream of major events.

Rather more substantial are the various accounts given in the first three volumes of the "Looking Back" series. One is an English governess's account of her life among the Russian aristocracy between 1914 and 1917, years in which the noises off get increasingly loud. Another is a transcript of the letters to his family of a young Yorkshireman who between 1808 and 1824 was successively a medical student in London, an assistant surgeon attached to Wellington's army in Spain, and an army surgeon in the West Indies. The third is the semi-literate but vivid diary of an emigrant sailing to New Zealand in 1875-76.

Designed to provide a personal view of the great events of history" from the standpoint of the "ordinary private citizen" rather than the "high level" of those who have conventionally left memoirs, these little volumes are full of fascinating observations and teaching possibilities. Their editorial apparatus, however, is rather wanting, and they lack authoritative introductory matter on the usefulness and/or shortcomings of the particular sources. It is to be hoped that this might be made up in future contributions to what is basically a useful and well-intentioned new series adding to the growing body of documentary studies on a sort of history closer to the experience of children than the old chronicle of the high and mighty.

# Mixed blessings

Colin Bayne-Jardine

**Harrop World History Programme.** Edited by Muelien Yapp, Margaret Killigray and Edmund O'Connor. Harrop £2.20 per set. 60p each.

Two further sets in the ambitious Harrop World History Programme make interesting reading while sharpening the teacher's focus on the problem of selecting appropriate material for a school course. Set nine and set 14 each consists of two booklets in bright covers; of 32 pages just over half is devoted to text while the second part is made up of short documentary extracts relating to the text. Since 1974 there has been a price increase from 35p for a single booklet to the present 60p. The series is still good value but it will pay any school history department to select appropriate booklets rather than to buy complete packs.

The eight booklets in these two packs are suitable for students working for CSE. The illustrations are good and the text is clear. The sentences are generally short and the language sensibly simple. It would be helpful if the student was given a short note on the availability of the source material and some guidance regarding further reading.

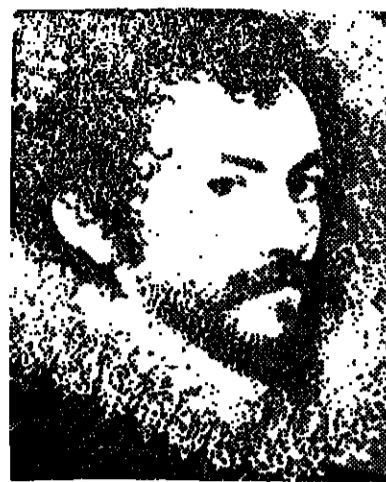
Set nine has booklets centred on three world figures, Roosevelt, Stalin and Mao Tse-tung, and demonstrates the way in which history can be brought to life by a personality. The documents, well linked to the text, are a mine of information. In 1943 Roosevelt commended the Russians hard to understand. He asked Francis Perkins to "see if you can find out what makes them tick". It is also valuable to be able to read Lenin's warning

against Stalin made in 1923: "Stalin is too rude".

The pictures are well chosen. The Long March is well illustrated with a clear map and a picture of the mountains into which the Communists withdrew. The picture of a wide good starting point for discussion. The picture of the boys' school in Moscow in the 1930s is a good example of such starting points. The booklet in this pack, "The West of Japan", lacks the dimension of a historical figure but the booklet does highlight the problem of the cost of industrial growth. A poet writes, as the document about steel, "heavens under smoggy skies. They have begun thinking they want to clear skies".

Set 14 tackles difficult concepts and, in some ways, essential simplification renders these booklets a bit flat. The document section, "Nationalism" and "The Control of the State" are thin. It might have been more effective to use contemporary cartoons in these sections. Certainly the most powerful impact regarding nationalism is made by the full page picture of Nigerian Federal soldier fully equipped for battle in 1967.

The additional booklets in the pack "Imperialism" and "A World Economy" also illustrate the way in which simplification makes for slight coverage in a series as ambitious as this. The booklets on imperialism has a number of splendid pictures but the text is too free trade and tariffs are dealt with in less than one hundred words in "A World Economy". The same is spread thin but there is a great deal of material attractively set out in these booklets.



*Nicholas Hilliard and Jane Seymour are two of the eminent people described in "Live of the Tudor Age 1485-1603" by Ann Hoffmann (Corgy Publishing Ltd. £12.50). The 308 entries include statesmen like Thomas More and the Cecilis, poets and dramatists like Shakespeare, Spenser, Sidney and Marlowe as well as churchmen, adventurers, kings and nobles. They are clear and detailed. Descriptions and location of the portraits used are also given. The book is published on March 24.*



# Back to source

Richard Wilkinson

**Then and There Sourcebooks.** The Industrial Revolution. Edited by J. Addy and E. G. Power. Longman £1.75. 582 20523 9.  
**Documents of Modern History Series.** Edited by A. G. Dickens and A. Davies.  
**Post-War Integration in Europe.** By Richard Vaughan. Edward Arnold £5.95. 7131 5881 6. £2.95. 7131. 5882 4.

"You must agree, it's unusual", remarked Gallieni when he reviewed the famous taxis, during the battle of the Marne. I felt the same about J. Addy's and E. G. Power's *The Industrial Revolution*: 150 pages of letters, advertisements, maps, timetables, bills, cartoons, photographs—and songs (both words and music). The songs are particularly effective in recalling the flavour of those far-off days when Britain led the world—at the expense of our own working class: my only regret is that we are offered the melodies of the songs, but no piano accompaniment.

Otherwise this book is absolutely splendid. While I am sure anyone would find it interesting, I recommend it especially to teachers of secondary school children in South Yorkshire, Lancashire and Derbyshire. The authors explain that they have not tried to select material from every part of the country where the Industrial Revolution

made its grubby home. The evidence is intelligently selected and attractively presented, and it is good to see the banishment of "things to find out" and other patronizing assignments to a separate workbook which fits into the stiff back-cover.

No one could say that Richard Vaughan is patronizing his readers. His collection of documents, *Post-War Integration in Europe*, is strictly for the specialist. Professor Vaughan writes an interesting introduction and helpful commentary on the various episodes of his story—the growth of the Common Market in Western Europe and of enforced integration behind the Iron Curtain. The theme, however, is not thrilling and most of the documents are distinctly dry: "Customs Convention between the Netherlands and the Economic Union of Belgium and Luxembourg, London, 5th September, 1944, with 1947 Protocol amendments." "Declaration of the Enlarged Plenum of the Central Committee of the Russian Workers' Party from 15th to 22nd April, 1964." "The Seventeen Theses on the Common Market, issued by the Institute of World Economics and International Relations, Moscow, 1957."

Most of these documents are written in the hideous argon of modern diplomacy. In fact the most readable is the TUC's pamphlet of May, 1975, opposing Britain's continued membership of the EEC. So you can tell what the rest are like.

# Poetry in motion

Martin Fagg on transport

**Looking back at Transport: 1901-1959.** By Kevin Macdonnell. E.P. Publishing £2.95. 7158 1123 1.

Floating people to Paris on the first scheduled flights in 1920 must have been quite something. Tackling off from Hendon with only your air speed indicator and altimeter for instruments, you flew solely by instinct. Across the Channel, and so on, plus the more predictable ways or main roads guided you if you were lucky. But you always took £50 in cash in case your engine conked and you had to put down in a field in a hurry. Then you either chartered the nearest farm-wagon and carried on, intrepidly, to the capital or dosed for the night in the local albergo.

Once in Paris, you were expected to escort the clients to the *Follies*—or wherever—and then, after a blinding night on the town, fly them back to London next day. The single fare was £21 (about £150 in today's dress) and, if living was today's money, you were in danger of losing it all before you got your money's worth.

That was the hectic young innocence of flying—never to return. In fact, the main impression you get from this lively conspectus of

modern locomotion is of the rapidly with which exciting new modes of transport degenerate into the banal and the routine. Who among today's motorists finds half the kick of the Dornford Yates gang racing their twin blue coupes, Ping and Pong, across the tough roads of Franco?

Mr Macdonnell casts his net wide to scoop in tanks, hikers, trams, trolley buses, barges, caravans, yachts, balloons, airships and so on, plus the more predictable ways or main roads guided you if you were lucky. But you always took £50 in cash in case your engine conked and you had to put down in a field in a hurry. Then you either chartered the nearest farm-wagon and carried on, intrepidly, to the capital or dosed for the night in the local albergo.

I'd forgotten about those railway bicycle-excursions where, if you were riding into the prevailing wind, you pedalled almost effortlessly back to London. In this and a score of other ways, Mr Macdonnell takes us one back—most enjoyably.

## NFER Publications 1977

**Towards Integration: A study of blind and partially sighted children in ordinary schools.**  
 Monika Jansson, Malcolm Parlett and Keith Pocklington  
 A study of the educational provision for blind and partially sighted pupils, with a focus on their integration into ordinary schools. It concentrates mainly on England and Wales, but makes reference to both European and American forms of organization. £6.75


**An Experiment in Nursery Education**  
 Edited by Martin Woodhead  
 The NFER Pre-School Project, of which this is the Report, was a major evaluation of the long-term effectiveness of the Peabody Language Development Kit and other strategies designed to improve the language and cognitive skills and later school attainment of young children. It was conducted in nursery and infant schools between 1968 and 1973. £3.95

**The Child's Acquisition of Language**  
 June Derrick  
 What is the process by which the rules of language are learnt? What stages does the child go through before his speech approximates to that of the mature adult? Are these stages the same for all children? Are they the same for learning different languages? These are important questions for those concerned with the education of young children and this book, funded by the Department of Education and Science, discusses some of the answers. A short annotated bibliography is also provided. £1.75

**Language Needs of Minority Group Children**  
 June Derrick  
 The Author describes current provision to meet the language needs of minority group children, and points to where research and development is taking place, and points in the direction of future research and development. £2.10

**Reading progress from 8 to 15: A survey of attainment and teaching practices in Scotland.**  
 James Maxwell  
 This book unravels the complex relationship between reading and social environment. Pupils' attainment and progress in reading are assessed by standardized tests, but the reading required for other school studies, and pupils' leisure-time reading, are given equal importance. £5.40

Send your book orders and catalogue requests to  
 NFER Publishing Company Ltd,  
 2 Jennings Buildings, Thames Avenue,  
 Windsor, Berks. SL4 1QS



## Biographical

**The Borgias.** By David Sweetman. Wayland £3.50. 85140 395 3.  
**Charles II.** By Michael Gibson. Wayland £2.95. 85340 435 5.  
**Napoleon.** By Stephen Pruit. Wayland £2.95. 85140 389 9.


Most history teachers have qualms about teaching their subject through the lives of famous people: great men are made by historical forces rather than the other way round. But these books show well the appeal and value of biography, the importance of the media and the fortunes of our fellow human beings within history. The student of the Borgias will learn about the Great Scheme, the Renaissance and something of the Reformation. *Charles II* brings in the English Civil War and the development of Parliament. *Napoleon* the French Revolution and a quarter of a century of European history.

In the book on Charles II we are told that the king had acquired a stunningly beautiful and mistress in Louise de Kéroualle. On the same page there is a contemporary picture of her which may puzzle young readers. Most boys and girls must have wondered at some time whether we differ physically, particularly in physiognomy, from our ancestors. There is a full-page picture of Lucrezia Borgia about whom a contemporary wrote, "her hair is bright gold, and her eyes blue; her mouth is somewhat large". This picture, taken from a painting of the Vatican, is arresting just because the subject, with hair falling over her shoulders, looks like an attractive Eve of the 1970s.

Each volume has more than 50 illustrations (including maps) all in black and white, as well as a glossary of terms, an identity list of the principal characters, a table of dates, suggestions for further reading and an index.

Each book would provide a sound basis for a CSE project. The language used makes no concessions to immaturity and may even lead to an increase in vocabulary. O-level candidates with their own, sight-or-ally-subject do not obtain any additional reading, but the A-level candidate could find in this series useful topic summaries.

## Sparks



### A Reading Scheme for Primary Children

R. M. Fisher, M. Hynds, A. M. Johns, M. G. McKenzie

Written by four experienced members of the teaching profession in London, this imaginative scheme uses realistic themes and situations common to almost every town child. With its attractive yet down-to-earth illustrations by top artists it satisfies a long-felt need in infant classes.

The Sparks scheme will be on show at the London Head Teachers Exhibition, but if you can't get along to see for yourself we will be pleased to send you an inspection pack if you put out this advertisement, fill in the form below and send it to the publishers.

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# The Bard and his times

Ian Beckwith

**Shakespeare and his Theatre.** By Jim Bradbury. Longman 45p. 582 20539 5.  
**Life in Elizabethan London.** By Peggy Miller. Methuen £2.75. 416 80180 3.

The early members of the *Then and There* series set a high standard for their successors to follow. They were useful to me right through the lower forms of the secondary school and I even drew on them for O-level. Even now *The Golden Age of Northumbria* and *Magna Carta* have a place on my bookshelf beside more eminent but not more stimulating books.

*Shakespeare and his Theatre* with 95 pages packed with information at 45p is good value. For the competent reader in the upper forms of the middle school and lower secondary school, this book will be a mine of facts for projects or topic

work, with plenty of material about the Bard's origins, contemporary London, the politics of the period, the identity of the Dark Lady and the Elizabethan stage.

My main reservation is that there is too much in terms of what Mr Bradbury knows and too little of the "how we know" that was always a strong feature of the *Then and There* series. The solid body of print is overwhelming and might deter the less intrepid readers in the often mixed ability forms of the lower secondary school.

There is a danger of not seeing the wood for Mr Bradbury's trees, as in the discussion of Hallar's Collar or Henslowe's drawing of the Fortune. We are told that C. W. Hodges "thinks" that the tiring house was "joined on" but that title is "a guess". Surely what is thought about the Hope depends on the discussion and interpretation of historical evidence and analogy, a process which is not guesswork.

Not far away is the remark that sixpence was a large sum of money in those days, but although the glossary tells us that a sergeant was a kind of policeman, it has nothing on the obsolete sixpence. What would a sixpence have bought in Elizabethan times?

Peggy Miller's book covers some of the same topics as Jim Bradbury's, although its range is obviously wider, with chapters on city streets, walls and fortifications, London Bridge and the Thames. I cannot say, however, that I found either of these complementary books stimulating reading, largely because most of their subjects have already been well worked elsewhere and neither Peggy Miller nor Jim Bradbury seem to offer much that is new or a fresh and lively style. Moreover, both are based on literary and descriptive sources of a general kind which concern the middle and upper classes, resulting in a very one-sided view.

# Shields of brawn

Frances Hill

**The Early Tudors at Home.** By Elizabeth Burton. Allen Lane £9.95. 7139 0823 8.

This book makes a useful introduction to the study of the domestic and social life of the early sixteenth century for fourth or fifth formers with an interest in the Tudor period going beyond the requirements of the GCSE syllabus.

Simply written—too simply, at times, in a style tending towards

the plodding—*The Early Tudors at Home* gives a workmanlike account of the architecture, interior decoration, food and drink, medicines, hobbies and gardens of the subjects of Tudor and Henry VIII. Occasionally more, or clearer, explanations of terms and concepts unfamiliar to many young readers would seem helpful. Elizabeth Burton fails to make clear what is meant by architectural labels such as Early English and Decorated. Her whole account of architectural change and

development in the late Gothic period is too skimpy to be enlightening. Frustratingly, the section of food and drink lists such items of Tudor fare as "shields of brown", "frumenty" and "Solitic" without translating them into modern terms. One of the best things about the book is Felix Kelly's beautiful and evocative drawings, which capture the appearance and atmosphere of the early Renaissance period in England in a way the text ultimately fails to do.

## This 11 year old girl has just built her first electric car



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The Craigie Kit, which incidentally has already won 2 Guinness awards, has been developed by Teaching Methods. Lecturer, Ian MacLennan, and is now available through your local educational contractor or direct from Longman Group Ltd., Resources Unit, 35 Tanner Row, York, at £95.00 + VAT.

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## Craigie Kit

# Eras of study

Ian Beckwith

The Way It Was series. End of the Roman Empire and the New Invaders: Roman Britain and the Saxon Shore. By Paul Finlham.

Norman Invasions. The Normans in Europe. By Linda Vye. A Marcher Lord. By Ann Watson. A Monk named Joselin. By Norman Scarfe.

The Middle Ages: Pilgrimages and Crusades. By Gillian Evans. W. and R. Chambers £1.10 each.

This new series is intended for children in the nine to 13 age range. It is arranged in eras of study, consisting of five aspects. One aspect deals with European world history, one concerns Scottish history and three are on aspects of general British history.

Judging by the titles received, the plan includes cross references from book to book which assist coherence, so that, for example, *An Anglo-Saxon Hero* and *Saxons and Saints* complement one another.

The wealth of pictures (which immediately attracted my nine-year-old daughter) offers much that the interested and wise teacher will certainly be able to use, and these books may well be applied outside the intended age range for that reason alone.

# Pre-Victorian politics

The Blackmailing of the Chancelor. Edited by Kenneth Bourne. Lomax Tree Press £2.25, 904291 04 9

Harlette Wilson was the Regency courtesan who apparently never was told by the Duke of Wellington to "publish and be damned". Another blackmailer was the radical Henry Brougham whose brilliance never really took root in politics and whose name is remembered only as a cab.

This publication of Harlette's letters to Brougham is an illuminating cameo of the seedier side of pre-Victorian political life. Jessica Savage

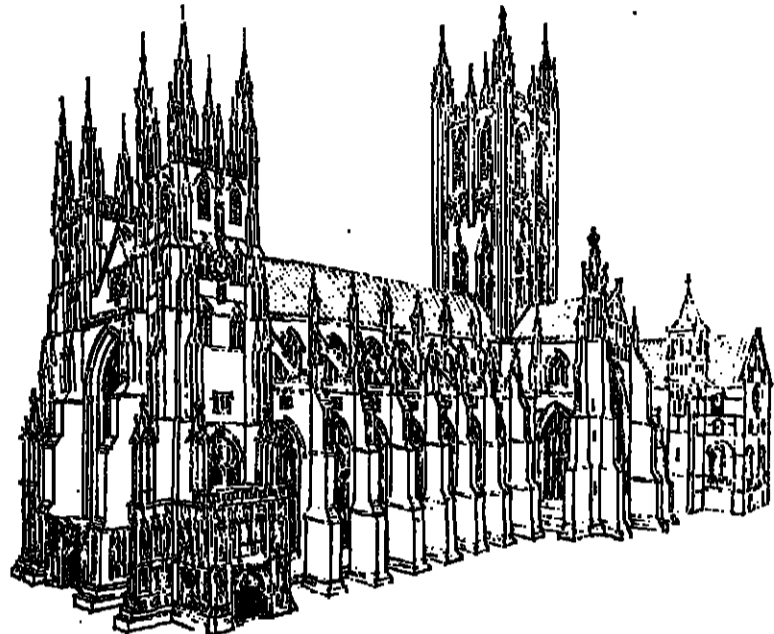
# College at Canterbury

Canterbury Chapters: a Kentish heritage for tomorrow. Edited by Michael Ferry and J. H. Higham. Dajall and Begon on behalf of Christ Church College, Canterbury £1.50, 902563 00 1

This collection of papers by distinguished contributors celebrates the work of Frederic Mason, first principal of Christ Church College of Education, Canterbury. It is a charming and elegant way of marking the retirement of Dr Mason, and the essays themselves reflect and touch upon many aspects of education in Kent.

We have perhaps been encouraged too much to abrogate the storytelling dimension in history-teaching, in the loss of much of the human characterisation that went with a good story well told. However, the way it is intended to be read by the nine to 13s themselves, and, as such, I suspect it may be difficult for the moderate to poor readers. Each chapter begins with a list of helpful open questions for the children to think about and write answers to these will certainly discourage the use of the books as mines from which to lift raw and undigested facts.

The wealth of pictures (which immediately attracted my nine-year-old daughter) offers much that the interested and wise teacher will certainly be able to use, and these books may well be applied outside the intended age range for that reason alone.



Canterbury Cathedral is given as an example of the Perpendicular Gothic style in "The Architecture of Britain" by Dorcen Yarwood (Batsford £5.95). All kinds of building—secular, civic, domestic and ecclesiastical—are illustrated, with examples taken from all periods from the early Middle Ages to the present day. A useful glossary of terms includes drawings of architectural detail and ornamentation.

# Satanic mills

Charles Stuart-Jervis

The Mines of Shropshire. By L. J. Brown, 303185 32 X. Sheffield Steel, By K. C. Barraclough, 303185 31 I. Moorland Publishing Company, The Market Place, Harrington, Binton, Derbyshire, £3.95 each.

At last the industrial historian is coming into his own and publishers are recognising the fascination inherent in Britain's great industrial heritage. So fast has been the advance in technology over the past 150 years that there is a real danger of much being scrapped and lost before its value to the historian can be assessed.

The authors point convincingly to the different approaches in the two countries, but the photographs bring out many similarities. Serious poverty is evident in both countries although the attempt to show that the gap between rich and poor is wider in Kenya is spoiled by the absence of photographs of Dar-es-Salaam. Those of Nairobi concentrate on subjects such as the slums, towns, Securicor guards and a group of supposedly unemployed people outside Social Security House.

One photograph shows a well dressed schoolboy on his way to an expensive boarding school, probably founded by British settlers for their own children. The commentary claims that such schools still take British O level examinations and "until quite recently" learnt more about British history, geography and literature than the history, geography or culture of Kenya.

In going through the 36 photographs one is struck by the common problems of the two countries. Unemployment, low wages and rural poverty are recurring themes, but neither country appears to have found a solution. The commentary points to the fact that Tanzania's policy of nationalisation and self-reliance has made her much more dependent on imported equipment.

Kenya, by emphasising foreign investment, now produces many industrial products that were once imported. While it is criticized for an education system which is highly selective and exclusively orientated to the modern urban sector both countries spend almost the same percentage of their national budgets on education. Health services in both are theoretically committed to developing preventive medicine. In practice curative medicine still takes the lion's share and the Kenyatta Hospital alone is reported to absorb over 25 per cent of the national health budget.

# Feudal and fiscal

An Economic Theory of the Feudal System. By Witold Kula. New Left Books £5.75, 902308 10 X

First published in Poland in 1962, this attempt "towards a model of the Polish economy 1500-1800" is a translation from the Italian. Professor Kula has written a study which will interest not only historians and economic historians, but also those concerned with the "developing" countries—these countries have, like feudal societies, a dual sector economy that is both monetary and a natural sector.

Where the natural sector (that is, the part of the economy which operates outside the monetary system), is large, then economic law operates quite differently from the way our general textbooks lead us to expect. For example (and very briefly—the supporting evidence is often fascinating), where the feudal system requires payment in money (taxes, services to the landlord and debts, then the peasant is bound to sell less when prices go up and more when they go down, since his monetary obligations are basically fixed.

# Political numeracy

British Electoral Facts 1885-1975. Compiled by F. W. S. Craig. Macmillan £8.50, 333 2154 X, £4.95, 333 10734 8

This is a remarkable mine of information—mostly statistical, a little individual—about elections in Britain from 1885 until 1975. Nothing seems to have been omitted: turnout of voters, candidates and their parties, expenses incurred, "swing" sponsorship of Labour candidates, women in parliament, details of constituency representation by parties, reasons for and results of by-elections, forfeited deposits, opinion polls, the BBC referendum, changes in the electoral system. The book is in no sense a study of political behaviour: but it provides the politician, politician and commentator with an enormous supply of the raw material they require.

Quite apart from the data one would obviously expect, it is possible to gain some interesting and at times surprising information. It is extraordinary to see how small has been the increase in the average election expenses of candidates over the period, whereas the growth in "expenses officers' expenses approximate to what one would expect. Again, the development of universal education is reflected in the drop in the number of illiterate voters, although the number is that even a very small number of voters. Finally, a fascinating list of records is included, as far as a full bibliography. This is a rewarding book for the politically numerate reader. Andrew Currie

# A matter of choice

RONALD WATTS reviews a photo-pack produced by the Centre for World Development Education

Choices in Development Photo-pack, £3.57 including VAT and postage. CWD, Parnell House, 25 Wilton Road, London SW1

Choices in Development comprises 16 black and white photographs intended to illustrate the different approaches to development in Kenya and Tanzania. It is designed for use with children of about 13 upwards "particularly in Western countries, though also in some of the countries of Africa."

The authors point convincingly to the different approaches in the two countries, but the photographs bring out many similarities. Serious poverty is evident in both countries although the attempt to show that the gap between rich and poor is wider in Kenya is spoiled by the absence of photographs of Dar-es-Salaam. Those of Nairobi concentrate on subjects such as the slums, towns, Securicor guards and a group of supposedly unemployed people outside Social Security House.

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# Drug counselling in schools

by Betka Zamoyska

Tacade, the Teachers' Advisory Council on Alcohol and Drug Education, has opened a resources centre for teachers and students doing projects or research on drugs, cigarettes and alcohol.

Tacade, which is financed by educational trusts and L.o.s., has been running training courses for teachers and educationalists since 1968. The staff, who are mostly former teachers, help those on their courses to consider ways of presenting facts about drugs to students.

Mr James Cowley, the director, said: "Before we started Tacade, the police used to lecture teachers on the dangers of different drugs. Unfortunately, many of them would simply repeat the police warnings directly to the children, who often became fascinated by the whole idea of drug abuse. We suggest to teachers that they should stimulate discussions in class based on facts about drugs, so that the students can work out the hazards for themselves."

Tacade does not just concentrate on illicit drugs. Its literature also outlines some of the dangers of taking proprietary medicines and explains the ill-effects of alcohol and tobacco. The booklets on drug taking could, perhaps, have been more factual in content. Little is said about the chronic effects of drugs on the body and the changes or side-effects that may occur through long-term drug-taking in small doses.

# Dry transfer products for colour slides

Mecanorma have introduced a range of dry transfer products for the preparation of colour slides. Among these are the letterpress projection range which comprises the letter and number styles as well as a range of symbols. Sheets measure 32cm by 40cm, and are in four colours: blue, red, green and yellow. Standard black letterpress characters can also be used.

For drawing borders, underlining and preparing charts, there is the Normacolor projection range of transparent adhesive tapes, available in seven colours plus black, in seven different widths. Tape length is 12m. For producing larger areas of colour, there is the Normacolor projection range of six thin transparent adhesive films, and for wall charts or diagrams there is also a range of adhesive tapes and screens. Normatons self-adhesive screens are printed on a thin, matt, transparent film and have sharp, opaque patterns. Films can be removed and replaced several times before they are finally positioned. The screens have a high heat resistance and can be superimposed on each other for special effects. For further details contact Mecanorma (UK) Ltd, Fleet Communication Services, Ludgate House, 107 Fleet Street, London, E.C.4.

# So I Said

by Terry Fiehn



way it teaches children to learn from pictures for themselves. There is detailed guidance on pictorial analysis using a photograph of a Japanese tourist taking a photograph of a Masai woman at Myers Ranch, near Nairobi. The reader is asked how the woman must feel. "Does she feel envious, resentful, bored?" "What is the power relationship between the photographer and her subject?"

# Endangered species

Whales are the subject of a new World Wildlife Fund poster, which shows blue endangered species and explains why numbers have declined, the products that can be made from whales and the problems of conservation.

This poster, along with two others, "The Living Seas of Britain" and "The Living Seas of the World" promotes the campaign, "The Seas Must Live". Posters are 85p (inc postage) from the Public Affairs Department, World Wildlife Fund, 29 Grosvenor Street, London E.C1.

# Bible smugglers and mystics

by M. R. Evans

Scriptura Union Tapes 4 Cassettes for the Classroom (Also available on standard tape). Produced by Sound and Vision Unit of the Scripture Union and published by Inter School Christian Fellowship. Available from SU Mail Order, PO Box 38, Bristol BS9 7NA or any Scripture Union bookshop £3.50 each plus VAT.

Resource material for religious education still suffers from the view held by many people that any production will be of rather doubtful quality. However unfair this might be, it does place an onus on publishers of such material to take just a little more care than they might otherwise do. The Scripture Union has always prided itself that it does take this extra care and this is evident from the quality of the four tapes under consideration. Each cassette has six recorded dramas, which are of approximately 10 minutes' duration. The cassette for the five- to eight-year-olds, "Sea, Clouds, Rain", features songs, poems, songs and stories on the three themes and for each there is one programme for use in assembly and one for use in the classroom.

"Pass the Word On", for nine- to 11-year-olds, contains stories of people who "wrote, rediscovered, translated or smuggled the Bible". Pupils of secondary age are served by tapes: "People of Action" which features stories of six great thinkers or mystics who have at the same time been very practical people, and "People in Prison" which tells stories of six people whose spirits remained unbroken in spite of the severe tests to which they were subjected. Although to some people the choice of some of the characters might be thought to be rather contentious, the publishers point out that these people were all motivated by something or someone outside themselves. The aim is to give the listeners a feel of the period and to arouse interest in the characters and their lives. A lot of thought has gone into the packaging of the material. Each cassette is housed in a sturdy box of approximately A5 size (15 by 21cm) together with detailed notes. Each box, cassette and set of notes has its own distinctive colour and a particularly useful feature of the boxes is that the labels are carried round the edges so that they can be shelved like books. The accompanying notes are helpful and have been written by practising teachers of religious education. The format generally includes background information, questions for discussion, suggestions for project work and a source list for further information. At £3.50 a cassette these would seem to represent extremely good value for money since, for an outlay of about 6p a minute, the teacher is receiving an excellent package of resource material.



Minko whale from "Whales—threatened giants of our seas."

# THE LONDON SCHOOL BOOK EXHIBITION

An exhibition of text and reference books, reading schemes, study kits and library books for teachers of infant, junior and secondary schools. Organised by The London Head Teachers Association in conjunction with The Educational Publishers Council. Central Hall Westminster SW1. Wednesday 16 March. Thursday 17 March 10.00am-7.00pm. Of special interest this year there will be a display of books and teaching materials for history and social sciences at secondary level. Admission free



Vertical text on the far left edge, possibly a page number or reference.



# Classified Advertisements

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Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh), for information about eligibility for registration with the council.

## Appointments wanted

## Other classifications

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### Nursery Education

**HEADFORDSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
 Applications are invited for the post of HEAD TEACHER for this Group 3 Nursery School. Applications should be sent to the Director of Education, County Hall, Bedford, by 26th March 1977.

### Headships

**BEDFORDSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
 Applications are invited for the post of DEPUTY HEAD TEACHER for this Group 3 Nursery School. Applications should be sent to the Director of Education, County Hall, Bedford, by 26th March 1977.

### Deputy Headships

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### Other Appointments

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**SHEFFIELD EDUCATION SERVICE**  
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**AVON COUNTY EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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### ilea

**Eastwood Nursery School,**  
 Auburn Square, SW15  
**Headship**  
 Vacant Easter, 1977, Roll 30 full-time and 56 part-time pupils. Burnham Group 2, salary £4,311 to £4,839, plus £312 supplement, plus £402 London Allowance.

**West Heath Nursery School**  
 200 West Heath Road BS1 3HB  
**Group 1**  
**HEAD TEACHER**  
 Applications are invited from suitably qualified teachers for the post of HEAD TEACHER of the above school to commence duty in September, 1977.

**BIRMINGHAM CITY COUNCIL**  
 Applications are invited from suitably qualified teachers for the post of HEAD TEACHER of the above school to commence duty in September, 1977.

### Shropshire Education Committee

**Crowmoor County Primary School,**  
 Shrewsbury  
**Headship**  
 (Group 6)  
 Application forms and further details (send S.A.E.) from:  
 County Education Officer,  
 Shirehall, Abbey Foregate,  
 Shrewsbury, SY2 6ND.  
 to whom they should be returned by  
 22nd March, 1977.

**Salop County Council**

### ilea

**Hackney Free & Parochial C.E. (J.M.)**  
 Isabella Rd., E 9  
**Head Teacher**  
 required for September, 1977, owing to the retirement of present Head, Burnham Group 4. Roll 235. The Head Teacher would be expected to lead a strong staff team in this multi-racial school which has helpful liaison with parents. The school has close connections with the parish church and candidates must be communicant members of the Church of England. J.M.&I. organization a possibility for the future.

**Application forms from and returnable to the Correspondent to the Managers, Mrs. D. Steele, 4 Summerhouse Road, Stoke Newington, N.16. Closing date for return of completed application forms 25 March.**

**PRIMARY Headships continued**

**DEVON COUNTY EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
 Applications are invited for the post of DEPUTY HEAD TEACHER for this Group 3 Nursery School. Applications should be sent to the Director of Education, County Hall, Bedford, by 26th March 1977.

**LEICESTERSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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**LEICESTERSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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**LINCOLNSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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**LINCOLNSHIRE EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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**LIVERPOOL EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
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**NEWHAM EDUCATION SERVICE**  
**HEADFORDSHIRE NURSERY SCHOOL**  
 Applications are invited for the post of DEPUTY HEAD TEACHER for this Group 3 Nursery School. Applications should be sent to the Director of Education, County Hall, Bedford, by 26th March 1977.

## Derbyshire headships

Applications are invited from suitably qualified primary teachers for the Headships of the following schools.  
**Christ Church CE (Controlled) Primary School, Chesterfield** GROUP 5  
 270 Children  
**Holme Hall Primary School, Chesterfield** GROUP 4  
 New school initially with 120 Children rising to 245

**EDUCATION DEPARTMENT**  
**Boothroyd Road First School**  
 Henry Street, Gooles  
 Group 5 : N.O.R. 327 : Age Range 5-9  
 Applications are invited for the post of HEAD of the above school to commence duty in September 1977.

## Humberside County Council

**Southend Area—Readvertisement**  
**Bournes Green County Infants School**  
 Burlescombe Road, Southend-on-Sea  
 (Roll 181) Group 3  
**HEAD**  
 for this Infants School with effect from 1 September, 1977. Closing date: 26th March, 1977.

**Essex County Council**

## HEADSHIP

**NEW SCHOOL NEW CHALLENGE**  
**Cornhill County First School—**  
 Group 4  
 The headship of this new, first school, which is expected to open in January, 1978, will be available from 1st September, 1977. The school will provide accommodation for 240 children aged 5 to 8 years.

**ilea**  
 Inner London Education Authority

## For teaching posts in Inner London

See pages 60 and 61

## Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

The Advertisements Manager,  
 The Times Educational Supplement  
 New Printing, House Square, Gray's Inn Road, London WC1K 8SZ.

**Nottinghamshire County Council**

**PRIMARY Deputy Headships continued**

**CORNWALL EDUCATION OFFICER:** Applications are invited from active teachers in Cornwall for the following posts:

**WORTHINGTON (1) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (2) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (3) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (4) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (5) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (6) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (7) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

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**WORTHINGTON (9) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WORTHINGTON (10) JUNIOR SCHOOL:** Headship. Salary £10,500 per annum. Applications should be sent to the Director of Education, Cornwall County Council, Truro, by 25 March 1977.

**WILTSHIRE DEPUTY HEADSHIP**

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# EXTRA

## Careers guidance

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### What industry wants

By T. M. Higham

A year before he died, Sydney Smith noted some of the improvements that had occurred between 1771 and 1844—gas lamps, umbrellas, railways, policemen, unadorned roads, braces, the penny post. He was surprised they had not taken place two centuries before.

If the pace of change was swift in those 73 years, it has been faster still, in only half that time, between 1941 and 1977. In 1943 the minimum qualification for Royal Navy radio mechanics was a pass in school certificate physics; by 1945 it was degree standard. Some of today's computer-related jobs did not exist five years ago.

But employers were quick to see that this meant it would be necessary to recruit graduate scientists and engineers as well as the more usual "bright school leavers" with O or preferably A levels; the first need was, and is, for those capable of understanding and handling the complex products of today's technologies, especially in the rapidly developing computer sphere.

By the late 1950s there was a "seller's market for brains" as Sir Eric Ashby put it. The boom years of the 1960s saw a parallel demand for bright and articulate arts graduates for advertising, marketing and sales posts and later for accounting and export jobs. Demand dropped in the early 1970s, and slumped again last year, when local and central governments cancelled their vacancies with the abandon displayed and later regretted by private industry five years before.

Necessity forced scientists and engineers to seek jobs not related to their degree, and a one-sided market almost always had to be made. This may have altered the balance, but talent is still in short supply in the entrepreneurial urge.

Industry seeks those who want to make money—that is to create wealth by making, marketing and selling products; it needs those who realize that unless a firm makes a profit it cannot stay in business, let alone provide the many fringe benefits so often taken for granted.

By judgment is meant taking decisions, and being prepared to accept the consequences. The art is to take the most fitting one quickly, usually on inadequate evidence and often in circumstances prejudiced by one's own preconceptions. It is a matter of common sense, as well as of practical ability, as well as of practical ability to do the work as well as to do it.

Discarding wrong choices early is one aspect of judgment. Another is being willing to accept responsibility for taking them all. Any group prefers its members to fit in—but that should mean to cooperate, rather than to conform. Almost all jobs in industry mean contact with others of higher or lower status, specialists or otherwise. The virtue of a university education mentioned most often by graduates, is the scope it provides for meeting people of different viewpoints, colours and values, and often in a different part of the country. Employers seek those aware of such differences and alert to the implications of their actions.

Some years ago, I heard a headmaster denounce industry as "a sink". But what do you put into a sink but something already dirty, which comes out clean and ready to be polished?

Most graduates and school leavers want to get their hands dirty. They are keen to do a real job of work. The experience of running a section, negotiating a wage agreement, promoting a new product, finding out how to finance it, trouble shooting on the production line, selling to a shop or supermarket, putting complex operations on to a computer, delivering goods in a blizzard, coping with a youth checked out of his home, or a pregnant divorced girl—all these may dirty your hands, but from such a "sink" you can emerge rather more wholesome than when you went into it.

This calls for practical or effective intelligence, rather than exceptionally high IQ. Indeed, there is some evidence of a slight negative correlation between high IQ and business success—understandable that taking decisions means excluding too many ifs and buts. (I was asked to find a one-armed engineer to force jobs not related to their degree, and a one-armed man almost always had to be made.) By business sense, I mean the entrepreneurial urge.

Many firms find they are competing for the few outstanding graduates. Better analysis of their needs might make it possible for them to find the nuggets overlooked by other prospectors.

Industry is a term too amorphous to define. It covers a multitude of processes and products. What "industry" thinks it needs is equally varied—general trainees, or specific recruits; school leavers, sponsored or sandwich students, CNAAs, graduates or traditional ones; vocational or trained or the liberally educated.

Sir Donald Barran, addressing the Standing Conference of Employers of Graduates last year, spoke of "a spectrum of relevance" of educational qualifications—at one end the sciences, accountants, engineers and computer scientists who could go straight to a job with little further training; "at the other end those whose contribution is a trained and disciplined mind, it is to be hoped imaginative mind with width as well as depth of knowledge and with the flexibility to adapt to new needs and knowledge".

Within that spectrum, employers usually seek for evidence of intelligence, business sense, sound judgment and accessibility.

A degree or its equivalent or a clutch of A levels is at least some measure of talent, and the prime need in industry is for intelligent men and women, whether articulate, orate, literate or numerate, who can master the complex technology used in industry, study consumer's needs, and produce and promote appropriate products and ensure they are sold.

T. M. Higham is recruitment manager for Rumree Mackintosh Ltd.

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Also see page 3.

careers consultants



# Teaching—choice or chance

By Tony Howarth

When I began to teach, about 15 years ago, it seemed easy to make a career in education without much in the way of preparation or planning. There were those who indulged in the extravagance of a DipEd, but for me and many others a degree was passport enough; and once inside you could move around freely without anyone asking for further credentials. The old London County Council made you have an X-ray, but that was all: if you were FFI (free from infection) you were FFA (fit for action).

Once in, it was almost as easy to move up as to move around. If you were any good, something called promotion sought you—you did not have to exhaust yourself hunting it down. A career could be a leisurely matter, more of a response to invitation and a reaction to chance than a deliberate campaign. Careers by attrition (banging simultaneously on any number of doors until one opened or fell beneath the onslaught) were exceptions to the rules by which teachers generally made their way.

There were exogenous factors which sometimes made necessary an unseemly haste to promotion and a few extra quid: marriage and procreation were chief among them. Admittedly, the pay was not all that good, but the job was secure, and, at bottom, you felt that whichever I.O.s. you greeted needed you more than you needed them.

There was little, if any, temptation to think of employment in any sector other than the one you had started in. Graduates were secondary, and non-graduates primary; FE

was where mechanics studied at night; whether you were maintained or independent depended on whether your youth had been grammar or public. Most teachers had had no careers guidance as boys or girls. They were there by design or default, but no one knew or seemed to care much which it was. One had become a teacher by a kind of osmosis.

To fully paid-up, certificated, unemployed, would-be teachers in 1977, all that may read like something out of Herodotus—a bit of the old history, and wholly irrelevant to their predicament. If, on the other hand, they are now wondering why they chose to become teachers at all, that snippet from my memoirs may serve some little purpose—if only to suggest that, in all probability, the reasons why many young people tried to become teachers in 1976 were remarkably similar to the reasons why people like me became teachers in 1961.

By and large, a decision to become a teacher can still be more passive than active. It is something one may elect to do if one is reasonably clever, has sailed away enough Os and As, and has no particular desire to be an engineer, doctor, lawyer or merchant banker, or get one's hands dirty. It is only a short walk from the classroom to the common-room and the surroundings, the language and the tools are already familiar. It still looks like a safe essay into a known world.

Some people might add that the schools themselves teach that teaching is the most respectable way to earn the monthly bread and then avoid any responsibility for telling the impressionable young what "teaching" is. And none of this should take any credit away from a Department of Education and Sci-

ence which, in the past few years, has incited too many people to teach by the over-provision of places in training institutions.

For all those reasons—but primarily because we have ended up by recruiting and training more teachers than we can employ—I think it not too radical to suggest that young people who now choose to teach (or look as though they are about to fall into it, *faute de mieux*) should be better informed about what "education" is, what varieties of opportunity it offers, what it takes to succeed, and what the prospects are for employment—let alone promotion.

At the very least, better and more comprehensive information should help some young people to think again about what they may be letting themselves, and their future charges, in for.

Let me give just one example, of adolescents who choose to make a career in education for a worthy but inadequate reason: they want to help those less fortunate than themselves. In a chapter on "Special Education" in the new TES Guide to Careers in Education, Mary D. Wilson encourages second thoughts about the objects of vague sympathy.

"The delicate are not usually limp like the sick child at home and can be over-active; the mal-adjusted are not on the whole timid and anxious children who need to be drawn out; the physically handicapped may have learning or emotional disabilities just as serious as their obvious disability. . . . There is a danger that some people will be attracted to this work in an attempt to satisfy their own emotional needs. Unless they have mastered their own difficulties sufficient to be dependent on an emotional person from children they will not be happy or useful in the work."

The italics are mine: career choices cannot just be about what people would like to do; they have to be realistic assessments of capability, and they sometimes have to be showered with a generous dose of cold water.

Nor is it, I think, arrogant to suggest that teachers already in employment should know more of what obtains in sectors of education other than their own. Teachers can and do cross sectoral boundaries in their careers: perhaps more would choose to do so if they knew what went on beyond those frontiers.

If trainees can no longer be sure of moving straight into teaching, nor can those who already have jobs afford to drift at ease in the market, confident that the right post will turn up sooner or later. In that respect the early 1960s are ancient history.

The hardening of the market has put a new premium on the value of information relevant to the first choice and subsequent development of careers in education. The TES Guide is a response to this new state of affairs. All of us connected with it hope that it will go a long way to meet the needs of people who recognise that the odds on satisfying careers just happening to them have suddenly lengthened.

A process of opening options as progress is made in work and study. By W. B. Palmer

# The part-time route

It is too easy to assume that staying on in the sixth form provides the best educational opportunity for any boy or girl who has the ability to cope with, or even attempt, A levels. On the one hand, teachers have normally trodden the path through sixth form to higher education, and on the other educationists have for decades wanted to extend the school-leaving age and to extend to an even larger proportion of the population the opportunity for full-time higher education. The concept has grown among teachers, pupils and parents (but staying on at school, entering higher education and getting a degree will lead to better job prospects and a happier life. But will it?)

Of course, many leave school as soon as they can, but increasingly those that do are regarded as the drop-outs of the system. In earlier decades a higher proportion left school by 15 or 16 into a variety of occupations and combined a job with part-time study. For instance, between the wars and right into the 1960s the normal way to become a professional engineer was through an apprenticeship combined with part-time study for an Ordinary National Certificate, a Higher National Certificate and eventually membership of a professional institution. Not all those that started on the road reached the end, but at each stage the motivation was clear, and each intermediate qualification was relevant to industrial roles. As a system it produced some engineers with a confidence in all aspects of their calling, and colloquially was known as "coming up the hard way" as compared with full-time education and a degree. Often there could be no better compliment, but it does illustrate that many years of heavy part-time study were required, particularly before day-release was common.

Part-time study was, however, criticized as breeding a limited and conventional outlook compared with the greater intellectual flexibility and better scientific grounding from full-time study for a degree. During the last decade the professional institutions have moved towards demanding a degree for professional status, but at the same time it has become common in industry to doubt that this is true. This route to life through part-time education is often thought of as narrow as opposed to the highway through school to university or polytechnic. For many I encourage good apprentices to take a degree by sandwich or full-time attendance at a polytechnic or university. In fact, during the 1960s a high proportion of degree students in polytechnics had entered on the basis of an ONC and were very successful in their studies and subsequent careers.

Returning to the current problem of the 16 to 18-year-old in school and later in university, some know where they are going, to their studies and are no problem at all; perhaps they find that nobody wants to employ them. It is more usual though for a young person to be unclear as to his final career and to be assailed by doubt. Progress has been made in providing more flexibility of study programme both at school and in higher education, in the hope that a student's choice will develop and home onto a desired or even relevant qualification. But the starting point of the student is usually his present subject strength, which may merely reflect the personalities of previous teachers, and at each stage there will be a strong temptation to keep academic options as open as possible. This is a potential for negative decision rather than bonding, and it can lead to personal dissatisfaction, mediocre performance, and complete loss of direction.

Some stay on in the sixth form and do not achieve a good enough performance to enter higher education or become disillusioned with education. The tendency is then to seek employment in secondary occupations rather than primary industry, because industry is more attuned to an intake at an earlier age and there is a natural disinclination to slip back two years and join one's juniors.

It would therefore appear that the present tendency of our system of education and training, at least from the point of view of the industry such as engineering, medicine, and the like, is to produce a subject of his own choice, and to

an educationally weak 16-year-old. The trouble with this is that the graduate may have had a good general education even if it is irrelevant, and he is unemployable, and 16-year-old entrant is increasing. It is "gentle" and "laborious" gap between hand and skill on the one hand and the graduate on the other. The irony is that hand skill may earn more the way things are going.

But continuing to look at this from the point of view of engineering, as an important example, it is a very sad state of affairs, for it does not accord with educational needs. To industry, the man with some practical skill, at least a keen appreciation of it, combined with developed intelligence and technical understanding is of key importance. Such people are hard to come by, the system is not replacing them, and a damaging shortage exists already and will grow.

Let us consider the situation from the point of view of the 16-year-old who is not very clear what he wants to do. If he stays at school he will suffer from lack of motivation and come no nearer to a decision as a career; his studies at school and his higher education may be guided by his likes, which may not correspond with any need of society, and ungraduated he may not be particularly adaptable or employable. He could go out into employment at 16 and combine this with continuing his education on part-time release. This would start a process of adjustment to possible career, leading to stronger motivation, while at each stage he will be in a position to earn his living to some capacity. If he wants to aim for the top, on the basis of success in his part-time study, he may in the end wish to take a degree by full-time study, and this route to a degree course need only take a year or two longer than the full-time route. But he will only come back to a degree course if he really wants to, and therefore his chances of success are much higher.

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Dr W. B. Palmer is Lecturer in the Faculty of Engineering, Lancaster University, Lancaster.

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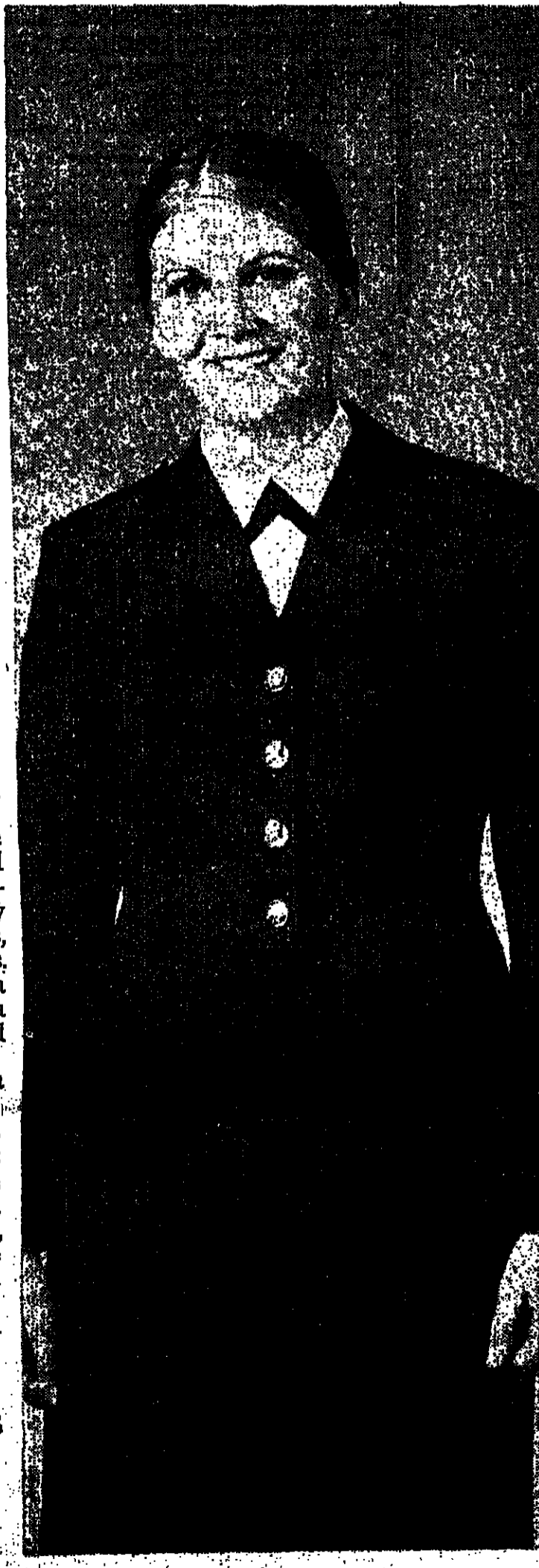
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## Failing the girls?

By F. G. T. Holliday

It is a disturbing fact that only 25 per cent of places in the science faculties of Scottish universities are occupied by women. However, even that proportion looks high when one counts the number of women in attendance at a full meeting of the teaching staff of a science faculty.

The overwhelming preponderance of men is in itself a reflection of the number of applications received when a staff vacancy in a science department is advertised; and there is, of course, no discrimination against girls at the admissions (or any other) stage of a university education.

The fact is that girls and women drop out of science faster than boys and men whenever the opportunity is presented for them to do so, and the attitudes that underlie this have begun to be fixed at about the age of 13.

There have been many attempts to analyse the reasons for this dropping out. Sex "typing" of the subjects of science is still all too common: parents, other relatives and teachers of many girls apparently still regard the sciences (especially the applied sciences) as boys' subjects, and whether they realize it or not influence girls to turn away from the subjects.

Admissions of girls into courses such as civil engineering, electrical engineering and chemical engineering are lower even than admissions of girls to courses in physics and chemistry. Even in the biological sciences, in which girls have in general been well represented, the applied science departments of forestry and agriculture see relatively few applications from girls.

The contrast with medicine, in which the interest of girls is growing and which is also founded on a training in science, perhaps indicates that the nature of the job in prospect can affect choice and performance in subjects "on route".

Why is medicine an applied science that attracts girls and engineering one that does not? If the reader says "It's a more feminine subject", let the reader also say why it is. This is not only a British phenomenon, many European and American universities have it; but not all countries do, and some engineers are not regarded as unusual in Russia.

Researches (notably those of Alison Kelly) appear to indicate that in the past science curricula in schools and universities have not taken sufficient (if any) account of the fact that most girls appear to have different attitudes to and expectations of a science subject than most boys, and that both the content of a course and its method of presentation may need to take this fact into account if girls are to stay "in" the courses.

It is not that the scientist is seen as an untidy, absent-minded crank; that bit of mythology now seems to have died (perhaps Sir George Porter unknowingly killed it!). However, there are few shrewd references to the "traditional scientific personality—someone reserved and detached, self-sufficient and individualistic"—science specialists are on the whole "convergers" and arts specialists "divergers".

To succeed in science as it is now taught it would appear that girls need to be able to approach their studies in the same way as most boys do, and very many, perhaps more, girls seem unable (interestingly to do this. Both education and science in science are thus closed to them.

It is no surprise then to find that, even in professions based on the biological sciences, women are a minority: in 1976 only 19 per cent of the members of the Institute of Biology (2,100 out of 11,000) were women. Table 1 gives a picture for science in general.

Table 1

From the Survey of Professional Scientists 1971. Published by Department of Trade and Industry. Membership of various science institutions

	Percentage women
Institute of Biology	18
Royal Institute of Chemistry	2.8
Institute of Mathematics and its Applications	11.5
Institute of Metallurgists	0.7
Institute of Physics	3.3
Total of above Institutes	4.7

Table 2

	Total	Research and Development	Other Scientific and Technical Work	Other Work	Unemployed
Men Scientists	27,035	2,365 (8.7%)	11,203 (41.4%)	6,167 (22.8%)	6,415 (23.7%)
Women Scientists	1,333	0.9%	43.1%	18.5%	43.8%

Table 3

Women's remuneration as a percentage of that of men (1974; based on median salaries for the 25-34 age group)

Age Group	Men	Women
25-29	82.7	83.1
30-34	82.5	82.8
35-39	81.6	81.6
40-44	81.45	81.45
45-49	81.5	81.5
50-54	81.5	81.5
55-59	81.5	81.5

The hotel and catering industry has much to offer those who like working with people and want to lead a full and busy life.

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It takes in catering for the traveller on the airways, rail, motorway services and the Merchant Navy. It includes catering for the Civil Service, the Metropolitan Police, the Post Office and London Transport, and the Army, the Royal Navy and the Royal Air Force.

On the international level there are the great multi-national organizations and British groups with important hotel and leisure interests and links with international airlines and travel agencies. This diversification of activities means that those who enter the industry can follow particular interests.

Hotels and catering are constantly developing. The rapid growth of tourism has brought more visitors from overseas. People have more leisure. They eat out more and have longer holidays. Most executive commercial and professional appointments are travelling jobs with conferences, seminars and meetings to attend.

Within the industry there is room for boys and for girls of all ranges of ability, from those who are proficient in the three Rs, to those with O and A levels. More important than educational qualifications, however, are those qualities of a more personal nature.

The industry looks for people with strong personalities, who are of good appearance, have the right attitude to work and are willing to aspire to the standards required in meeting the needs of customers.

Those who wish to enter the industry should select an occupation which appeals to them and which they would like to follow. There is an ample choice of occupations for which there are nationally recognized qualifications. These have been identified by the Hotel and Catering Industry Training Board.

There are careers in catering, hotelkeeping, management and in the licensed trade. There are two catering occupations, one in food preparation and cookery, training to become a chef, the other in food service, for trainee waiters and waitresses.

Cookery is one of the best careers. The work is of a practical and creative nature in which people may express themselves. Good chefs are always much in demand. Their status is high, their pay good. A head chef controls a specialized department, often with a large staff, and is required to be both a skilled practitioner and a good organizer.

Food service is an "on stage" front of the house occupation for people with pleasant personalities and good appearance. Restaurant work provides a unique insight into the entire hotel or catering operation. Food service brings contact with customers. It can lead to restaurant management.

Front office and reception call for good social skills and the ability to deal with all types of people from all walks of life. Speech, appearance, deportment and personality are the essentials; languages are an advantage. The work entails selling accommodation, bookkeeping, handling cash, dealing with correspondence and the operating of accounting machines.

It is no glamour job. It can be exceptionally demanding when working under pressure and dealing with large numbers of people arriving and departing. People at all times have to be dealt with promptly, efficiently and politely.

Housekeeping is for the practical and domestic type who enjoys responsibility. The work consists of taking charge of the domestic services in hotel, dealing with the comfort of guests, supervising staff, organizing work routines and responsibility for laundry and linen.

In cookery, waiting, reception and housekeeping there are City and Guilds college courses. CSEs and O levels always an advantage.

## A full and busy life

The hotel and catering industry. By Julian Morel

may not be essential, but applicants must be literate and numerate and possess the personal qualities inherent in each occupation.

Hotel and catering management is specialized and competitive. It is for candidates with special qualities and good qualifications. While all managers must be able to plan, organize, motivate and control, professional hoteliers and caterers must have a special slant to their skills. A manager needs to understand and be interested in food and have good technical training and practical experience. He needs to understand the industry, the people in it, its many facets and have a real aptitude for dealing with customers and staff, linked with a sound knowledge of marketing, finance, accountancy, personnel and training, general administration and the law as it affects the industry. Managers also need to possess creative abilities and be ready to make decisions, especially in marketing.

All occupations, including management, are now available for men and women. For management there are university degrees and national diplomas. The industry also has its own professional body, the Hotel, Catering and Institutional Management Association with its own exams.

With about 72,000 pubs in Britain the licensed trade is an important component of the industry. The principal training schemes are sponsored by The Brewers' Society. A number of employers also have their own approved in-company training schemes in all the areas within the industry.

Working in hotels and catering is not necessarily a "nine-to-five" occupation. As a service industry it entails working "odd hours". In many city centre hotels evenings are often the busiest time. At resorts and country hotels it is the weekends, hotels and catering at airports and motorway services, for example, operate a continuous 24-hour service, seven days a week. In some welfare catering, however, especially those which only deal with mid-day meals, the hours are of a more regular nature.

The work is often demanding and entails working long periods under pressure in busy establishments. But people need never feel lost or that they are merely cogs in an impersonal machine. The work is rewarding and provides much job satisfaction. New entrants become involved from the outset.

Responsibility often comes at an early age. For the ambitious there are good prospects of promotion. Further information from Careers Information Service, Hotel and Catering Industry Training Board, P.O. Box 18, Wembley, HA5 7AP, telephone: 01-902 8865.



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If you find the idea of five years as an Army Officer attractive, and you expect to graduate before you're 25, you can apply for a University Cadetship now.

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Assuming you're under 26 with the qualities we demand of our young Officers, there are a couple of options open to you: a Regular Commission, or a Short Service Commission of three years.

Either way, you'll kick off earning £3637. And if you decide to leave after three years, we'll hand you £1395, tax free.

Whether you're a student or a graduate, the next step is to write to Major C.N.B. Wellwood, Dept. D1, Army Officer Entry, Lansdowne House, Berkeley Square, London W1X 6AA.

Tell him about your educational qualifications and ambitions and why you think you'd make a good Officer.



# CRAC COMPETITION 1977

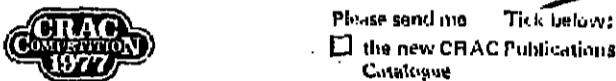
## Job Awareness

Against the background of the present-unemployment situation, CRAC's new schools competition is designed specially to help school leavers to prepare for the job market through projects which provide opportunities for co-operation, discovery and achievement.

The competition is open to fourth and fifth year pupils, and offers each competing group a choice of 4 projects, to be presented in one of 4 different ways. The projects include interviews with recent school leavers and local employees, a job-finding programme and a survey of local community needs.

Cash prizes totalling £285, plus £250 worth of CRAC materials, will be awarded to the winning groups, and these will include two prizes for remedial and other special education entries.

Final entries must be submitted by 20 July 1977.



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# Meeting changing needs

Ray Hurst on the local authority careers service

It is almost three years (two years in Scotland) since the present local authority careers service was established under the Employment and Training Act 1973.

The Act widened the whole scope of the duties and responsibilities of the "new careers service". But it only created the legislative framework for the service and it has been largely left to individual authorities to determine how their own careers services perform their functions within the general policy guidelines issued to authorities by the Employment Secretary.

The great advantage of a locally administered service is that it can adapt its work to meet local needs. It can avoid stereotyped methods of work and allow experiments and innovations, essential if the careers service is to meet the constantly changing needs of its clients.

Unfortunately, the setting-up of the service on its present basis was shortly followed by the policy of severe constraints on local government expenditure and the worst economic recession since the 1930s. These two factors have meant that the hoped for allocation of resources to enable the service to carry out all of its new responsibilities, especially in the field of career guidance work with students in further and higher education have not, as yet, been forthcoming. But in addition to the priority the service has had to give to assisting unemployed young people generally, it has also carried out a most significant expansion in its guidance work, especially in the further education sector, a new duty given to the service under the 1973 Act. And it has also been able to develop its industrial liaison work with employers and its employment placement record has been quite remarkable, considering the chronic unemployment situation.

The following statistics clearly reflect the considerable developments achieved by the service since 1974. The figures given predominantly apply to a two year period since the new legislation. For comparison, figures are also given for the three year period prior to the implementation of the Act.

It is important to appreciate that the figures given above for 1976 do not include work undertaken by the temporary officers allocated to the service in 1975 to assist it to deal with unemployed young people, neither do they fully present the work of the service with unemployed young people, thousands of whom have been encouraged by the service to enter one of the special schemes introduced to help alleviate their problems. Overall, the statistical record of the service during the past two years compared with the previous three-year period, despite the effect of RSLA on data recorded, confirms a trend towards its greater involvement over the whole range of its responsibilities. The amount of work carried out in further education is especially important.

**Industrial Liaison.**—The service has been subject to some criticism over the years that its contact with employers, and its placement work generally, has been given insufficient priority. Staff have consistently rejected these criticisms, pointing to the service's placement work which compares more than favourably with the record of the state's employment services generally despite a proportionately unequal share of the resources allocated. The increase in first placements during 1976 over the total for 1975 in a worsening economic climate is a tremendous achievement.

The service's industrial liaison work, however, is not confined to placement. The present "great debate" about curriculum content, transition from education to employment and school leaver attainments, is not new to careers officers. The service has been endeavouring for years to bring industry and schools closer together through career associations and other special initiatives. Its unique position within education, as an "external" guidance and placement service, enables it to take objective attitudes and to give per-

sonal guidance having prime regard to the best interests of the individual. In undertaking this task, however, it endeavours not to ignore its responsibility to employers.

Although there has undoubtedly been some improvement in the past two years in the allocation of resources to careers education and guidance work in schools much still remains to be done. The deficiencies identified by the DES Education Survey 18 (1973) focussed attention on the problem, a significant improvement, however, is the attitude of individual authorities to the question of careers education. Experience shows that where elected members can take the lead in emphasizing the importance of career choice and the role of the education service in preparing young people for their "economic role in society" they have done in some authorities, including my own, a great deal that can be accomplished.

The projected comparatively high levels of unemployment during the next few years will undoubtedly continue to have significant implications for the careers service, as will the present national issue concerning "core" curriculum transition from education to employment and the Government's initial strategy of giving priority to the manufacturing sector of the economy.

The question of adequate resources for the service and status of the careers service will, of course, remain a crucially important factor. Can it be claimed that the service has yet achieved sufficient status at national and local level that is commensurate with the importance of its work? The Department of Employment must strengthen its careers service branch to enable it to provide full and effective supportive services to all career service staff in the field and in this respect the Careers Service Advisory Council must be an initiating body.

The Manpower Services Commission are invited concrete evidence of the importance they attach to their employment services. Local authorities should respond by improved status, perhaps by making it an executive division within a step would only be commensurate with the broad responsibilities of the service over the whole sphere of secondary, special, further and higher education and in the important post-education labour market of career education officers will also need to respond to the expected Government announcement about a mandatory training requirement for careers officers.

Ray Hurst is honorary secretary, Institute of Careers Officers.

Number of Vocational Guidance Interviews	1977	1976	Total	Total 1974-1977
Schools				
Initial Interviews	724,629	798,496	1,523,125	1,660,942
Subsequent Interviews	401,522	467,977	869,499	984,007
Colleges of Further Education	51,583	71,218	122,801	117,111
Interviews with other Young People	141,180	191,541	332,721	356,101
Number of Group Talks/Discussions				
Schools	67,191	60,852	128,043	227,750
Colleges of Further Education	4,389	4,169	8,558	10,067
Parents	2,278	8,148	10,426	20,690
Employers and Teachers	23,891	29,884	53,775	47,157
Number of Visits				
To Employers	65,021	91,511	156,532	144,749
To Further Education Establishments	14,847	16,210	31,057	29,626
First Placements into employment	163,370	197,606	360,976	462,079



The past may, at first showing, appear to dominate the new recruitment film that Charles Barker Films have made for the Prudential Assurance Company, in fact the dramatized vignettes, acted extremely well by members of the PTA's Drama Society, showing the growth of the company against a background of national and world events, are evenly shared with sequences of the modern Prudential, fast and automated. Rather than describe in detail the variety of career opportunities available within so large an organization, the film emphasizes the solidarity of the Company, of standards of excellence maintained, of a good working atmosphere, of a wide range of different scholastic attainments. The film is to promote a degree of interest sufficient to create requests for further information and the film will be shown to selected schools in the London catchment area, to careers officers, teachers and members of university appointments boards. Further information is available from the Staff Manager, The Prudential, 142, Holborn Bars, London EC1

# Getting the priorities right

Jeff Engel and Robert Foster on the role and work of the careers teacher

is, to say the least, an inexact science, and for schools to try to cleave to every short-term trend in our highly fluid economic circumstances could well have serious consequences for individuals in the schools. What, then, should schools be doing? Two factors would seem to be central. The first is the need to educate young people not so much for working in industry but rather for living in an industrial society where some opportunities for living a satisfying life are to be found in paid employment, and others must be sought in family and society. Many aspects of the school curriculum contribute to this preparation—literacy and numeracy being most frequently cited.

However, there also needs to be curriculum time devoted to a course of study—be it called careers education, social studies, personal and social education, or whatever—enabling pupils to understand themselves and the society in which they live, the organizations which affect their lives profoundly, and how they can maximize control over their own lives.

It is clear that there is a willingness

ness on the part of many employers to contribute to this aspect of the school curriculum—for example, the provision of local panels of speakers who will give talks in schools, and the receiving of parties on industrial visits, though it was disappointing to hear at a recent conference of careers teachers and industrialists that some of this good will was evaporating because all schools do not prepare pupils for visits let alone build them into a cohesive careers education programme.

It is equally clear that much of what is already done on many schools curricula could be brought into focus, to make it more relevant, and to help pupils see its relationship to the adult world. What is needed in schools is someone with the time, training and expertise to harness and exploit these resources in the interests of the pupils.

However, this expertise will not merely rest in knowing how best to utilize the curriculum to "teach about society". The second part of what schools should be providing is individual guidance; that part of the careers programme which, through either career education or individual counselling, helps all

pupils to relate their own values, needs, ambitions, skills, to the world in which they live. This process is clearly to the benefit of both the individual young person and society as a whole. Our hard times make it more than ever imperative to enable young people to make the most of their opportunities and talents.

In times of economic difficulty, there is a tendency for helping services to be targets for cuts. Yet it is at such times that, perhaps, the greatest need arises for people with the time and expertise to help school leavers to live constructively through unpalatable circumstances; to cope with uncertainty; and to create their own opportunities for successful living in the face of such recurring crises as cyclical unemployment.

There is a pressing need for someone who can maintain this individual focus; to help young people sort out what is important for them, and to reduce the risk of their being swamped by immediate national pressures as they set out on life.

In the light of these arguments it would seem that the campaign for more resources for careers work can be changed from a

generalized "cry for more" to pressing of a rather more specific kind. There are signs of a heartening increase in the numbers of careers teachers, suggesting that more schools are beginning to take careers work seriously. It also appears that where careers teachers are able to work more professionally that careers officers also find their contribution is fuller and more effective. There are also a lot of resources, both in school and in the community, which are not yet fully tapped.

The need is for committed careers teachers to be given two things—first, training to enable them to develop the necessary expertise, and second, time to develop programmes of careers education and individual guidance. Like Janus, the careers teacher stands at the door of the school looking outward into the world and inward into the essential functioning of the school in the interests of individual pupils. Properly equipped he can play a key role in the orientation of the school and in promoting an effective dialogue at grass roots between the world of school and work. Both of which will still be in flux long after the national education debate has subsided.

Jeffery Engel is principal lecturer in counselling and related studies at Edge Hill College of Higher Education. Robert Foster is careers teacher at St Thomas More School, Wigan.



# If they're interested in the Navy, don't let them miss the boat.

Even with about 750 vacancies occurring in the next twelve months, some people will have to wait quite a while before they can actually join the Royal Navy, Royal Marines or Women's Royal Naval Service.

The reason's very simple. Not all our vacancies fall due at the same time, and with some specialist categories there's always a waiting list to get on the right training course.

In fact, how soon anyone joins will depend more on the category they choose than on their qualifications. More often than not we're interested in a person's character and ability, rather than in the number of certificates they've collected. Especially as most of the jobs we have to offer don't require CSE's or 'O' levels.

Although if a young man wants a Technician Apprenticeship he will have to reach a pretty high academic standard.

However, with over 6000 vacancies in the Royal Navy alone, and fifteen categories to choose from, there's still every chance of the right applicant finding a job.

That also applies to the Royal Marines, who will need 700 or so fit young men to join before April 1978—and they'll need to be good. Selection for one of Britain's finest fighting forces is tough—and so is the training!

There will be vacancies during the year ahead in the Women's Royal Naval Service as well. We'll be

needing nearly 750 girls between 17 and 28 to work ashore alongside the men of the Royal Navy and Royal Marines. They can look forward to a varied and interesting career in one of the twenty different categories we have.

But whatever branch of the Navy people choose, they can be sure of a lot more than a worthwhile and responsible job.

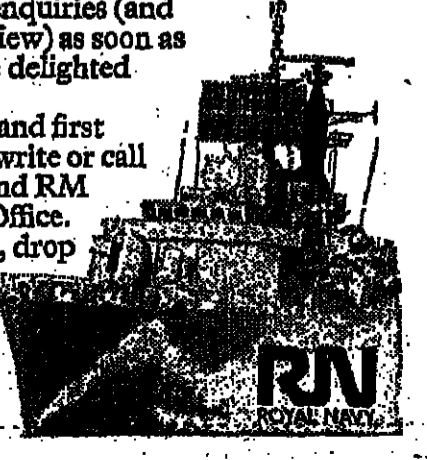
The social life's good and there are facilities for a wide range of sporting activities.

They'll have the chance to travel and to make the sort of friends who will last them a lifetime.

So the next time you're helping someone to plan their career, you can tell them that there are still plenty of opportunities in the Navy. But make sure they put in their first enquiries (and applications for interview) as soon as they can. And we'll be delighted to see them.

For free literature and first enquiries get them to write or call in to the nearest RN and RM Careers Information Office.

Or in case of difficulty, drop a line to the Director, Royal Naval Careers Service, (9498C1), Old Admiralty Building, London SW1A 2RE.



# TES Guide to Careers in Education 1977-78

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Essential careers information and guidance for all who earn their living (or wish to earn their living) in education inside or outside the UK, whatever their academic level or specialist field. The career opportunities, qualifications required, salaries and prospects in over 20 different fields of education are examined in specially commissioned articles by expert correspondents.

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Wherever members of two professions are required to cooperate there is a risk of role-misconceptions and even demarcation difficulties

## Take your partners

By Catherine Avent

Wherever members of two professions are required to cooperate in providing a service there is a risk of role-misconceptions and even demarcation difficulties. Although one or more careers teachers exist in virtually all secondary schools, other teachers are still uncertain of their functions. Governors frequently confuse their work with that of the careers officers, the more so since they are now so often seen in school on a regular day or half day a week.

Recent legislation establishing a mandatory i.e.a. careers service has led to some questioning of the need for teachers to be trained in careers work on the assumption that the whole job can now be left to their careers officer colleagues. What follows is the result of a pilot survey to assess the main areas of doubt and possible friction.

Sixty-five careers teachers and thirty-five careers officers completed questionnaires. They came from different types of school, rural and urban areas but all from i.e.a.s which had provided careers services since the 1948 Act and not from ex-Department of Employment areas.

Careers teachers were asked to estimate the number of schools in which a careers officer works. Eighteen answered "less than five", 13 "between 6 and 10", and 10 "between 11 and 20". They underestimated careers officers and overestimated their own numbers by comparison with the Burnham Scale perhaps because most advertisements are for young and newly qualified officers. On the other hand, careers officers were pretty correct in saying that careers teachers would probably be on Burnham Scale 3 or 4 (only one considered senior teacher appropriate).

On previous training and experience, careers officers predominantly expect careers teachers to have had non-teaching experience. They felt this to be more important for those teaching in non-selective than in grammar schools and while it was marked "desirable" in 62 cases it was only marked "likely" in 45.

Small numbers considered experience in the Forces, social work or public service "likely" and "desirable". Careers teachers overestimated the number of careers officers with teaching experience and did not rate this as "highly desirable" (there may be an idea that unsuccessful teachers seek haven in the careers service though this is certainly not true).

Experience of work in industry and commerce was thought "desirable" by 16 and "likely" by 21. Twenty-five considered "likely" that careers officers had mainly worked in the public service but

maintaining careers libraries, advising on sixth-form courses and further and higher education, liaison with other teachers in the school and advising them on career changes, liaison with non-teaching staff of the school, keeping pupils records, teaching careers in the timetable, arranging film shows, taking pupils on works and college visits, watching careers programmes on television, arranging series of visiting speakers, and attending meetings with other careers teachers.

Considered "unimportant" or "not part of a careers teacher's work" were: placing leavers in first or subsequent jobs, home visits, placing leavers in FHE colleges, counselling pupils on personal problems. In the middle, rated "important" by some careers officers were: visiting career offices, following the progress of past pupils, watching television and radio programmes, interviewing parents, organizing work-experience and careers conventions.

It is interesting that careers officers rated the organization by teachers of work-experience more important than careers conventions and they felt that follow-up relatively was not very important.

Few schools have comprehensive information on the destinies of all leavers and some people maintain that careers officers owe a moral duty to young workers. These may be cost-effective in many areas.

Perhaps the surprising item is the high rating given to careers teachers' liaison with librarians, media resources, officers, school secretaries etc, which may reflect an outsider's attitude to school organization. The importance attached by many careers officers to careers teachers accompanying pupils on works visits disposes of the idea that careers officers jealously guard their contacts with employers and try to keep teachers in their classrooms.

A survey of the attitudes and knowledge of 100 professionals has no statistical validity, but could be the prelude to a more revealing one in which large numbers of careers teachers rate their own tasks in terms of importance. This might be highly revealing and even lead to a better use of comparatively scarce resources, especially in the context of the greater demand which may be made in future on both partners in the team on which so many youngsters depend for guidance in their education and careers.

Catherine Avent is careers guidance inspector, ILEA. The opinions expressed are those of the author and not necessarily those of the ILEA.

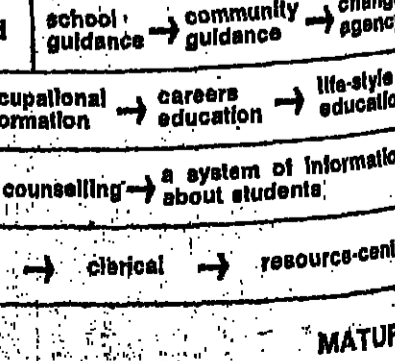
## The growing up of guidance

Beyond the cardboard box. By Bill Law

One of the most significant mutations in the evolutionary story of schools occurred on the day a teacher in one school picked up a piece of occupational information and, instead of throwing it away, put it in a cardboard box thinking "one of the students might want to know about this job, I'll keep it - just in case".

Nobody knows who the teacher was, or when or where this mutation occurred - which is a pity because a primitive careers teacher had appeared in the ecology of labour and education.

more complex inter-personal, communications and organizational skills - skills with which schools are equipping more of our teachers. More of such training would undoubtedly enhance the rate at which guidance evolves.



continued from opposite page

used for the growth of careers guidance in the schools we looked at. Each stage in the process has the foundation for the development of the next. The arrows represent the fact that each component of the system is itself, capable of growth. It is not that what comes later supplants what comes earlier. It is, rather, that provision becomes progressively more comprehensive in terms of the settings in which it can be found in terms of the issues to which it can penetrate.

The information stage There is a birth. It is the establishment of the principle that the location of youngsters is, at least in part, about preparing them for choice of and transition to the kinds of roles they will adopt in later life. The most common factor of such a birth is the use in the school of occupational information as a way of preparing youngsters for their future occupational roles.

As maturation progresses, that information is classified and presented in a form which makes it more accessible to more youngsters. In more developed forms it is represented no longer by a cardboard box full of ill-sorted leaflets, or even by a better-sorted collection of material arranged by a teacher with some clerical skill.

It is represented by a well-designed, multi-media resource centre in which youngsters, with all kinds of interests and all kinds of ability levels, can find the information they need to plan possible and desired future life roles.

The interview stage That initial and developing foundation is built upon by a subsequent interview stage which provides the students with an opportunity for talking with informed people about the significance of the information. This stage, too, is capable of maturation from the more primitive advice stage to the more subtle and exploratory techniques of counselling, in which the student is provided with an opportunity of examining the complexities of both his own personality and the environmental opportunities which exist for him, and of relating them together in an open and exploratory way.

But schools reach a stage where guidance for future life-roles begins to permeate the whole life of the school - in real and operational, as well as merely rhetorical, terms. We found evidence in one or two schools that a real attempt was being made to involve a wide range of staff in the guidance function. This approach exists the school's career specialists in the role of co-ordinators, whose job it is to identify activities in the curricular and extra-curricular life of the school which have potentiality for the guidance of students, and then to encourage and facilitate the realization of the potentiality.

It is probably not possible to set up *ab initio* a mature guidance system in a school; it may not even be possible to accelerate its development beyond a certain point. The limit for rate of development, the evidence of our study is consistent with the view that each school needs some years to mature its own particular form of guidance programme. Some develop faster - and some slower.

The curricular stage

A careers guidance programme which has both an information and an interviewing component is one which we take to be more mature than one which has only an information component. But guidance programmes appear to find from their experience that the resources centre and the interview setting cannot provide for all the needs of all the students in the most optimal and facilitative way. So the evolution of guidance in schools usually leads to the establishment of some kind of further component which makes use of didactic discussion, audio-visual, and role-play curriculum techniques.

The allocation of curriculum time to careers work, and its involvement as the sign that the school is beginning to legitimize the work of educational, vocational and personal guidance. Timetable space reserved for the most valued currencies of resource and status that the system has to offer. If it is on the timetable, it is important.

The curriculum stage is also capable of development. Development springs from the realization that occupational decisions cannot be taken in isolation from other decisions. Career planning is life planning, and life is not an arbitrarily fragmented that information and skills connected with planning for occupational roles can be dealt with independently of information and skills required for the planning of other roles - such as social, domestic, leisure, unemployment and sex roles.

The curriculum stage, therefore, naturally develops into a concern for progressively more of the decision-making and transitional tasks faced by the adolescent at school. The information presented is more broadly based, the skills developed more broadly applied.

This broadening of application leads to the development of careers education curricula - which refer to more diffuse issues than those of mere job-performance. But in an even more developed form they would take the form of curriculum life styles relating to the full range of roles for which education is preparing our young people.

But schools reach a stage where guidance for future life-roles begins to permeate the whole life of the school - in real and operational, as well as merely rhetorical, terms. We found evidence in one or two schools that a real attempt was being made to involve a wide range of staff in the guidance function. This approach exists the school's career specialists in the role of co-ordinators, whose job it is to identify activities in the curricular and extra-curricular life of the school which have potentiality for the guidance of students, and then to encourage and facilitate the realization of the potentiality.

It is probably not possible to set up *ab initio* a mature guidance system in a school; it may not even be possible to accelerate its development beyond a certain point. The limit for rate of development, the evidence of our study is consistent with the view that each school needs some years to mature its own particular form of guidance programme. Some develop faster - and some slower.

sumers of help. Each source contributes something to the way in which he makes the connection between, on the one hand, what he learns at school, and on the other, the future life-roles that he seeks and that are available to him. Each provides him with some of the information and develops in him some of the skills he requires to prepare himself for those roles.

Such a formal approach in the school represents the beginning of a realization that this is, in fact, how informally such learning actually occurs; and is probably how it ought to occur. It is unreasonable and unrealistic to expect that teachers can know and understand all the information and skills that a youngster needs to equip himself for an and all of even the occupational roles that his future can hold for him.

The integrated model for guidance in schools is also a fruition of the realization that schools are not solely and merely maintainers of standards of academic and moral excellence, but that they participate in a total community life. They have not only academic and moral, but also economic and social, significance.

It acknowledges what every school leaver soon learns - that quite a lot of the significant learning of youth occurs outside the classroom, indeed outside the school gates. In that sense every student is his own guidance co-ordinator. It is a model for guidance which puts the careers specialist in partnership (rather than competition) with his colleagues; and one which puts the school in partnership (rather than competition) with its community.

Guidance specialists begin to see themselves in the role of facilitating change in the organization, rather than merely accepting what God, the local education authority, and the head - but not necessarily in that order - have designed to provide.

At this stage - and as a result of what they are learning about student needs - the guidance specialists are ready to say what is unhelpful and inadequate in the provision of the school, and of its community. The very open invitation has been given to places in some of the forward-planning committees in the organizations of their schools.

This is not to say that guidance considerations are the only ones to be taken into account in such forward-planning; it is merely to say that they are amongst such considerations. Schools are after all, about the maintenance of standards of academic and moral excellence, and about many other things as well. Guidance personnel who fall into a habit of opposing almost everything that happens in a school are not mature - they are blindly minded.

It is probably not possible to set up *ab initio* a mature guidance system in a school; it may not even be possible to accelerate its development beyond a certain point. The limit for rate of development, the evidence of our study is consistent with the view that each school needs some years to mature its own particular form of guidance programme. Some develop faster - and some slower.

If there are levels of development in the provision of guidance in schools, there are probably levels of development in other features of the school's organization as well. We once extensively used tests of advanced and retarded development in children in order to make judgments concerning whether they were fit to be let into some of our schools.

If ever such extensive testing is reintroduced, perhaps the tests should be of the maturity of the school in order to establish whether it is fit to let into our children. A measure of guidance maturity should be a part of any such battery of tests for schools.

The study, on part of which this article is based, will be published later this year. Schools, Careers and Community. Bill Law and A. G. Watts. London: Church Information Office, 1977.

Further development of the author's arguments - together with a questionnaire designed to give a measure of the level of maturity in a school guidance system - will be published in the forthcoming issue of *Careers Adviser* (Dominion Press, London).

Bill Law is a senior fellow of the Careers Research and Advisory Centre.

"This school would certainly have careers on the timetable if there were something you could teach them during that time. We have got plenty of job information, but no teaching material"

WORK is the overall name of material produced by the Schools Council Careers Education and Guidance Project and published by Longman to answer this need.

Framework is the first material to appear

Although devised with 14 year olds in mind, it can be used successfully with older pupils

It is in the format of an eight-page two colour newspaper

It has fourteen areas of study each with clearly defined objectives

They are arranged in a sequence linked to pupils' awareness of themselves and of the adult working world

The material has undergone extensive trials with more than 150,000 pupils in 327 schools

The trials showed that the material was adaptable to many different teaching situations and needs

"Our main problem has always been deciding which part to use. There's so much to choose from in Framework"

The material already published consists of

WORK Part I: Framework 1-8  
eight editions of a newspaper, each edition's available in packs of 10 copies with teacher's notes, each pack costs £1.00

WORK Part II: Framework Teacher's Reference Pack  
a single copy of Framework 1-8 with single-sheet teacher's notes for each issue £1.00

WORK Part III: Framework Teacher's Guide  
ready July 1977, probably £3.00

WORK Part IV: Framework Spirit Masters  
set of 32 for use during lessons, ready July 1977, probably £10.00

WORK Parts II and III are in preparation

For more detailed information on WORK Part I and a free copy of Framework, please write to Carolyn Fisher (RD/7), Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE

Longman for the Schools Council

## Career Courses in Mining Engineering

The National Coal Board are running five residential courses during June and July at the Universities of Shalford, Leeds, Nottingham, Newcastle and Cardiff. Their purpose is to show lower sixth formers what is involved in an engineering degree, and how a subsequent career in engineering within a mining environment can prove a very rewarding one.

Travelling and residential expenses will be paid by the National Coal Board.

The courses, offering 140 places, provide a foretaste of University life and experience of a large industry. If you have any students who you think would benefit from one of these courses, please send for details to:-

Colin Nathan, Staff Department, National Coal Board, Hobart House, Grosvenor Place, London SW1X 7AE.

DAVID & CHARLES PROFESSIONS SERIES

JUST PUBLISHED

### The Law

MICHAEL GILBERT £3.95

Planning to be a solicitor? Here is the book for you with full details and information beginning with a short history of the law, formalities of entry, a day in the life of a solicitor, specialist legal and non-legal professions. Also included - an invaluable suggested further reading list.

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DIVISION OF IN-SERVICE STUDIES

### TRAINING FOR CAREERS WORK

See our advertisement on Page 11





**Metropolitan Borough of Rochdale**

**Secondary School**

# Headship

**Boadfield Upper School (Group 9)**

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on Roll.

Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, March 21, 1977.

**LONDON BOROUGH OF SUTTON**

**Carshalton High School for Girls**  
(West Street, Carshalton)

# Headteacher Group II

Applications are invited for the post of Headteacher of this 6 F.E. school which has 1,025 girls aged 11-18 on roll. Vacancy due to retirement. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 24th March, 1977.

**Education**

# Headteacher

**Manning Comprehensive School for Girls, Gregory Boulevard, Nottingham**

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll 615      Salary Group 9  
Vacant Summer Term 1977. To be filled as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date March 25, 1977.

**Nottinghamshire County Council**

**EDUCATION DEPARTMENT**  
Required for September, 1977

# HEAD

**MATTHEW HUMBERSTONE SCHOOL**  
Chetworth Place, of Balmoral Road, Cleethorpe, Group 15. Number on roll 4,718

This is a Voluntary Controlled Comprehensive School which was formed in September, 1978, by the amalgamation of Cleo Humberstone Foundation (Controlled) Grammar School (Boys) and Cleethorpe Beacon Hill County Secondary School (Girls).

Application forms and further particulars can be obtained from the Director of Education (M.C. Schools), County Hall, Beverley, to whom completed forms should be returned not later than March 21, 1977.

**Humberstone County Council**

**SECONDARY Deputy Headships continued**

**CLAYWD COUNTY COUNCIL**  
RHYL HIGH SCHOOL, RHYL, WIRRAL, M.A.

Successful promotion of Headship of the school. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

Application forms (in which candidates should state their reasons for wishing to make this appointment) should be sent to the Headmaster (Mr. J. Gibbs) at the school by 24th March, 1977.

Application forms (in which candidates should state their reasons for wishing to make this appointment) should be sent to the Headmaster (Mr. J. Gibbs) at the school by 24th March, 1977.

**HERTFORDSHIRE COUNTY COUNCIL**  
EAST HERTS DIVISION  
THE BELL SCHOOL, Welwyn Road, Hertford (Group 10)

All-ability Coeducational (Roll 100)

**SECOND TEACHER** required for September, 1977. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

Application forms (in which candidates should state their reasons for wishing to make this appointment) should be sent to the Headmaster (Mr. J. Gibbs) at the school by 24th March, 1977.

**DERBYSHIRE EDUCATION COMMITTEE**  
HOLY TRINITY R.C. SCHOOL, (All-ability, 11-18)

Applications are invited from suitably qualified teachers for the headship of this new comprehensive school for pupils between the ages of 11-18 years. Intake will be at 3 F.E. level initially but this is expected to increase to 5 F.E.

Substantial new extensions will be provided. The school serves a growing residential area between Derby and Ripley.

Closing date 25th March 1977.

Application forms and particulars from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

**DERBYSHIRE WESTERN HERB SCHOOL**  
Barnby, Derbyshire, D15 3DZ

This is a developing 11 to 16 mixed comprehensive school (750 on roll) presently situated in a modern building. The vacancy has arisen because of the promotion of the present holder.

Forms of application and further particulars should be obtained from the Headmaster at the above address.

Closing date 28th March, 1977.

Number on roll 615      Salary Group 9  
Vacant Summer Term 1977. To be filled as soon as possible thereafter.

**NEWCASTLE UPON TYNE COUNTY COUNCIL**  
EDUCATION COMMITTEE  
WALSOTTS HIGH SCHOOL, SECOND MASTER/MISTRESS (Deputy Head Group 13)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**ESSEX SOUTHWOLD HIGH SCHOOL**  
(Roll 787)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**ESSEX SOUTHEND HIGH SCHOOL**  
(Roll 787)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**NORFOLK COUNTY COUNCIL**  
Education Department  
Required for September, 1977

# HEAD

for FAKENHAM SECONDARY SCHOOL (Group 10—Roll 807)

# DEPUTY HEAD

for LONG STRATTON SECONDARY SCHOOL (Group 8—Roll 488)

# DEPUTY HEAD

for DISS GRAMMAR SCHOOL (Group 8—Roll 537)

Application forms and further details may only be obtained by sending a stamped addressed foolscap envelope to County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL. Application to be returned as soon as possible and not later than 24th March, 1977.

**Derbyshire headship**

**John Flamstead School, Denby GROUP 8**

Applications are invited from suitably qualified teachers for the headship of this new comprehensive school for pupils between the ages of 11-18 years. Intake will be at 3 F.E. level initially but this is expected to increase to 5 F.E.

Substantial new extensions will be provided. The school serves a growing residential area between Derby and Ripley.

Closing date 25th March 1977.

Application forms and particulars from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

**EDUCATION DEPARTMENT GROUP 6**

# Headteacher

£5,895 x £156 (4) - £6,519

**ST. PIUS X.R.C. SECONDARY BOYS S.P. SCHOOL**  
Cranmer Street, Liverpool, L5 2QF

Applications are invited for the above post required for September, 1977, for this school with 300 on roll. Application forms and further details obtainable from (a.e.s.) the Director of Education, 14 Sir Thomas Street, Liverpool, L1 8BJ, and returnable by 21st March to Reverend N. Lawn, 109 Great Mersey Street, Liverpool 5. Quote reference P plus M 38 (b).

**Liverpool**

**KENT County Council Education Department**

**DARTFORD DIVISION**  
Dartford Grammar School for Boys (Group 10)  
Founded 1678

Applications are invited for the post of

# HEAD TEACHER

from the beginning of the Autumn Term 1977. The Authority is looking for a well-qualified and experienced candidate for this boys' selective school with a long and distinguished academic tradition. The current roll is 625 including 123 Sixth Form pupils. Forms of application and further details (a.e.s. please) may be obtained from the Divisional Education Officer, Essex Road, Dartford, to whom completed applications should be returned by 1st April, 1977.

**NORTH YORKSHIRE EDUCATION COMMITTEE**  
HUNTINGDON HUNTINGDON SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**DERBYSHIRE EDUCATION COMMITTEE**  
HOLY TRINITY R.C. SCHOOL, (All-ability, 11-18)

Applications are invited from suitably qualified teachers for the headship of this new comprehensive school for pupils between the ages of 11-18 years. Intake will be at 3 F.E. level initially but this is expected to increase to 5 F.E.

Substantial new extensions will be provided. The school serves a growing residential area between Derby and Ripley.

Closing date 25th March 1977.

Application forms and particulars from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

**SUFFOLK COUNTY COUNCIL**  
EDUCATION COMMITTEE  
STRAIDHROCK MORIAN SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**SUFFOLK COUNTY COUNCIL**  
EDUCATION COMMITTEE  
STRAIDHROCK MORIAN SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**SUFFOLK COUNTY COUNCIL**  
EDUCATION COMMITTEE  
STRAIDHROCK MORIAN SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**HAMPSHIRE EDUCATION COMMITTEE**  
HUNTINGDON HUNTINGDON SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**WILTSHIRE COUNTY COUNCIL**  
HUNTINGDON HUNTINGDON SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**WILTSHIRE COUNTY COUNCIL**  
HUNTINGDON HUNTINGDON SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**WILTSHIRE COUNTY COUNCIL**  
HUNTINGDON HUNTINGDON SCHOOL (Group 10—Roll 807)

Applications are invited for the post of Deputy Head of the school. The successful candidate will be expected to take a half time role in the school as soon as possible after Easter, and no later than September, 1977.

**WOLVERHAMPTON BOROUGH COUNCIL**  
Education Committee  
Required September 1977:  
Heath Park School  
Prestwood Road, Wolverhampton

# HEAD TEACHER

(Group 12)

Applications are invited from well qualified and experienced teachers for the post of Head Teacher of this co-educational 11-18 comprehensive school, opened in 1974 with 1,500 pupils on roll, and a developing sixth form.

Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 14 days of this advertisement. (SAE please.)

**Education Department**  
Maylands School for Girls (Roll 730)  
Broadstone Road, Off Albany Road, Hornchurch, RM12 4AJ.

**Required September 1977**

# Headteacher

for this 5 F.E. Group 9 Girls' Comprehensive School situated in modern buildings on one site. The vacancy has arisen due to the retirement of the present Headteacher.

There is a scheme for removal expenses.

Application forms and further details available (SAE please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR, to be returned by Monday 28th March, 1977.

**STOCKLAND GREEN SCHOOL**  
Slade Road, B23 7JH

11-18 mixed comprehensive of 870 pupils, with established sixth form.

A vacancy exists for a

# HEAD OF LOWER SCHOOL

(Senior Teacher Scale) to take charge of the First and Second Years of this 5-form entry school. Initial written applications to the Headmaster, stating relevant experience and qualifications, with particulars of two referees to be received by Monday, 21st March, 1977.

There is a scheme for assistance with removal expenses.

**BIRMINGHAM CITY COUNCIL**

**EDUCATION COMMITTEE**

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

# Warwick Boys' High School

Headmaster: Mr. C. N. Ruff  
Barrett Road, London, E17 3ND

# Deputy Head Group 6

plus £312 allowance for salary purposes

Applications are invited for September, 1977, from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 600 on roll (11-14 years age range).

Closing date for applications 25th March, 1977. (Amended.)

Application forms and further details obtainable on receipt of a.s.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 6AU.

# Waltham Forest









SECONDARY Science continued

BUCKINGHAMSHIRE... BUCKINGHAMSHIRE DIVISION... BUCKINGHAMSHIRE DIVISION... BUCKINGHAMSHIRE DIVISION...

CORNWALL... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

CUMBERLAND... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

DEVO... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

DORSET... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

GLoucestershire... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

HILLINGDON... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

GLoucestershire... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

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HILLINGDON... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE... EDUCATION COMMITTEE...

Lancashire County Council

CLOSING DATE 21st MARCH 1977

Primary and Special Schools... Application forms should be sent to the Head Teacher at the school...

PRIMARY SCHOOLS... Application forms should be sent to the Head Teacher at the school...

SECONDARY SCHOOLS... Application forms should be sent to the Head Teacher at the school...

SCALE 2 POSTS & ABOVE... Application forms should be sent to the Head Teacher at the school...

SCALE 1 POSTS... Application forms should be sent to the Head Teacher at the school...

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BEXLEY LONDON BOROUGH BEXLEYHEATH SCHOOL

Mixed. Roll 1,729.

Temporary teachers required for the Summer Term in the following subjects:—

REMEDIAL EDUCATION to join well equipped Remedial Department.

MUSIC First, Second and Third-Year pupils.

COMMERCIAL including Shorthand and Typing.

ART to join well-established Department.

MATHEMATICS classes of all ages in the Middle ability range.

L.A.A. E297. Application forms from Chief Education Officer for Schools (77), Town Hall, Crayford, Kent.

SCALE 2 POSTS & ABOVE... Application forms should be sent to the Head Teacher at the school...

SCALE 1 POSTS... Application forms should be sent to the Head Teacher at the school...

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County of Cleveland

Secondary Schools

All Secondary Schools are Mixed Comprehensive Schools.

SCALE 4 SCIENCE... Application forms should be sent to the Head Teacher at the school...

SCALE 2 HOME ECONOMICS... Application forms should be sent to the Head Teacher at the school...

SCALE 2 LIBRARY... Application forms should be sent to the Head Teacher at the school...

SCALE 1 ART... Application forms should be sent to the Head Teacher at the school...

SCALE 1 DESIGN AND TECHNOLOGY... Application forms should be sent to the Head Teacher at the school...

SCALE 1 ENGINEERING DRAWING... Application forms should be sent to the Head Teacher at the school...

SCALE 1 MATHEMATICS... Application forms should be sent to the Head Teacher at the school...

SCALE 1 MUSIC... Application forms should be sent to the Head Teacher at the school...

SCALE 1 TECHNOLOGY... Application forms should be sent to the Head Teacher at the school...

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SCALE 1 TECHNOLOGY... Application forms should be sent to the Head Teacher at the school...

Cheshire

Application forms (send see), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible.

HEADS OF DEPARTMENT... 1. CAREERS 2. PHYSICS... Great Sankey County High School...

PHYSICAL EDUCATION... High School for Girls Grammar School for 556 girls...

GEOGRAPHY... Knutsford County High School... Knutsford County High School...

SCALE 2 POSTS & ABOVE... RELIGIOUS EDUCATION... Great Sankey County High School...

SCALE 1 POSTS... 1. PHYSICS 2. TECHNICAL STUDIES... Alsager Comprehensive School...

SCALE 1 POSTS... 1. PHYSICS 2. TECHNICAL STUDIES... Alsager Comprehensive School...

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SCALE 1 POSTS... 1. PHYSICS 2. TECHNICAL STUDIES... Alsager Comprehensive School...

Leeds City Council

DEPARTMENT OF EDUCATION... Applications are invited for the following posts...

HIGH/SECONDARY SCHOOLS... HEADTEACHER... Applications are invited for the following posts...

PERMANENT SUPPLY STAFF... Applications are invited from suitably qualified and experienced teachers...

PRIMARY SCHOOLS... SCALE 1 POST... Applications are invited for the following posts...

MIDDLE SCHOOLS... SCALE 2 POSTS... Applications are invited for the following posts...

MIDDLE SCHOOLS... SCALE 1 POST... Applications are invited for the following posts...

MIDDLE SCHOOLS... SCALE 1 POST... Applications are invited for the following posts...

MIDDLE SCHOOLS... SCALE 1 POST... Applications are invited for the following posts...

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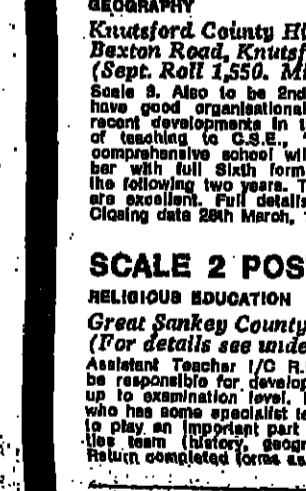
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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

SECONDARY SCHOOLS Deputy Headships

BEVINGTON SCHOOL, Birmingham, B15 2PP. Applications are invited for the post of Deputy Headship...

SENIOR TEACHER

LANDON PARK SCHOOL, LONDON E2 0RY. Required for the post of Senior Teacher for Mathematics...

ART

THE ARCHBISHOP MICHAEL RAMSBY SCHOOL, London E14 0US. Required for the post of Senior Art Teacher...

Post of Responsibility

KINGDALE SCHOOL, London E11 1AA. Post of Responsibility for Mathematics...

Scale 1 Post

ABNEY WOOD SCHOOL, Waltham Forest, E15 9AJ. Scale 1 Post for Mathematics...

MATHEMATICS

DALSTON MOUNT SECONDARY SCHOOL, Dalston, E11 1AF. Head of Department...

PHYSICAL EDUCATION

ST. THOMAS MORE H.C. SECONDARY SCHOOL, Chelsea, SW5 2SS. Post of Responsibility...

RELIGIOUS EDUCATION

BLANCHETT BLUEBOAT C. OF E. School, Blackheath, S.E.3. Scale 1 Post...

ENGLISH

ST. THOMAS MORE H.C. SECONDARY SCHOOL, Chelsea, SW5 2SS. Head of Department...

REMEDIAL WORK

GEORGE GREEN'S SCHOOL (SM), Wandsworth, S.W.4. Headship...

MODERN LANGUAGES

THE ARCHBISHOP MICHAEL RAMSBY SCHOOL, Farmley Road, Camberwell, S.E.18. Scale 1 Post...

HISTORY

BEVINGTON SCHOOL, Birmingham, B15 2PP. Post of Responsibility for History...

MUSIC

DEPTFORD GREEN MINED COMPREHENSIVE SCHOOL, Amersham Way, S.E.14. Head of Department...

HOME ECONOMICS

BRITTON GREEN GRANT SCHOOL, Brighthelm Road, Streatham, S.W.16. Scale 1 Post...

TECHNICAL STUDIES

ST. MICHAEL'S (S.M.) SCHOOL, Wandsworth, S.W.4. Scale 1 Post...

Scale 1 Posts

CENTRAL FOUNDATION GIRLS' SCHOOL, Chelsea, SW5 2SS. Scale 1 Post...

Scale 1 Posts

SPENCER PARK SCHOOL, Wandsworth Common, S.W.18. Scale 1 Post...

Scale 1 Posts

THE MAZZINO H.C. PRIMARY SCHOOL, Wandsworth, S.W.4. Headship...

Scale 1 Posts

SPENCER PARK SCHOOL, Wandsworth Common, S.W.18. Scale 1 Post...

Scale 1 Posts

FOREST HILL SCHOOL, Forest Hill, S.E.23. Scale 1 Post...

Scale 1 Posts

BEVINGTON SCHOOL, Birmingham, B15 2PP. Scale 1 Post...

Scale 1 Posts

BEVINGTON SCHOOL, Birmingham, B15 2PP. Scale 1 Post...

Scale 1 Posts

BEVINGTON SCHOOL, Birmingham, B15 2PP. Scale 1 Post...

REDBRIDGE

REDBRIDGE EDUCATION COMMITTEE, Redbridge, Essex. Applications for various posts...

NORTH YORKSHIRE

WORTH COUNTY HIGH SCHOOL, Worth, West Yorkshire. Applications for various posts...

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REDBRIDGE EDUCATION COMMITTEE, Redbridge, Essex. Applications for various posts...

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Scale 1 Posts

WORTH COUNTY HIGH SCHOOL, Worth, West Yorkshire. Applications for various posts...

**Educational Appointments**

Male or female required for the following posts:-

**WOMBWELL HIGH SCHOOL**  
 Roebuck Street, Wombwell, Barnsley  
 Headteacher: F. Lane, M.Sc.  
 (Mixed Comprehensive, 1,400 pupils—11-18 years)  
 Required for Easter or September

**Graduate Geography Teacher (Scale 1)**  
 to be involved in lower and upper school work. The Department offers courses in Geography to CSE 'O' and 'A' level (ADV. level SYL B). An interest in fieldwork and willingness and ability to involve in extra-curricular activities a strong recommendation.  
 Apply by letter to the Headmaster (s.a.s., please).

**THURNSCOE COMPREHENSIVE SCHOOL**  
 Clayton Lane, Thurnscoe, Rotherham  
 (Mixed 11-16—940 pupils)  
 Headteacher: D. P. Owen, B.Sc.  
 Required for Easter

**Mathematics Specialist (Scale 1)**  
 to teach at all age and ability levels. A subsidiary interest in Art or Outdoor Education would be welcome but is not essential. Application forms obtainable from and returnable to the Headteacher (s.a.s., please).

**BARNLSLEY Metropolitan Borough**

**SECONDARY Technical Studies continued**

**BARKING**  
 (London Borough of Havering) (Mixed 11-18—1,000 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**HEDFORDSHIRE COUNTY COUNCIL**  
 (Staffordshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**BROMLEY**  
 (London Borough of Bromley) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**BUCKINGHAMSHIRE**  
 (Buckingham) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**DORSET**  
 (Dorset) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**EALING**  
 (London Borough of Ealing) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**KESSEX**  
 (London Borough of Havering) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**DEBEN AND TECHNOLOGY**  
 (London Borough of Havering) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Inner London Education Authority**

**Specialist Vacancies for Secondary Teachers**

**COMMERCE (Office Skills) (Full and Part Time)**  
**DESIGN AND TECHNOLOGY**  
**FRENCH (Full and Part Time)**  
**HOME ECONOMICS (Part Time only)**  
**NEEDLEWORK (Part Time only)**

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.  
 For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6428).

**Somerset**

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, the closing date for applications is 10th April 1977.  
 (b) Application forms and details (S.A.E. footcap) from the Heads at the schools.  
 Please quote reference 11/1 on correspondence.

**SECONDARY**  
**Frame College, Frome**  
 (18-18 mixed comprehensive, 1,271 on roll, 157 in 6th form, and further education college combined, on separate site)  
 For September 1977. Teacher, Scale 1, boys' Physical Education. The college has outstandingly good facilities and the opportunity to work for a variety of reasons. This is an excellent opportunity for an enthusiastic young teacher. Interest in Associate and football is very strong. Applications by letter in the first instance to the Head of the school, enclosing S.A.E. giving full details and names of two referees as soon as possible.  
**The Blue School, Wells**  
 (11-18 mixed comprehensive, 1,200 on roll, 170 in 6th form) Headteacher, Scale 1, for girls' Physical Education to take games and activities and other assistance with gymnastics. Closing date 28th March.  
**Whitstone Comprehensive, Shepton Mallet**  
 (11-18 mixed, 600) For FRENCH and GERMAN to C.S.E. and 'O' level. Well equipped language laboratory. Audio-visual approach. Closing date 28th March.

**Crispin Comprehensive, Street**  
 (11-18 mixed, 120) For April 1977, Scale 1, for girls' Physical Education. Applications giving details of experience and qualifications should be sent to the Headteacher as soon as possible. Temporary post for Summer Term.  
**Kingmead Comprehensive, Wivalscombe**  
 (11-18 mixed, 500) Teacher, Scale 1, for girls' Physical Education and enthusiasm for gymnastics and modern dance an advantage. Closing date 28th March.  
**Sydenham Comprehensive, Bridgwater**  
 (11-18 mixed, 1,000) Teacher of English, Scale 2, to teach throughout the school and to act as second in the department. An involvement in the pastoral work of the school will be expected. Application forms, returnable as soon as possible.  
**The West Somerset Comprehensive, Minehead**  
 (13-18 mixed, 1,000) Headteacher, Scale 2. Much examination work is undertaken in the subject to 'C.S.E.' 'O' and 'A' level. There are also well-established examination courses in European Studies.  
**Teacher, Scale 1, for HOME ECONOMICS**, to teach preferably both cookery and needlework to 'O' and 'C.S.E. levels. There is a large modern department with excellent facilities. Teacher, Scale 1, for RURAL SCIENCE. An interest in agriculture and animal husbandry is essential. There is a school farm on the campus with livestock, and there are also extensive greenhouses serviced by a full-time technician. A second teaching post will initially be necessary. A second teaching post will initially be necessary. Application form, returnable as soon as possible.

**PRIMARY HEADSHIP**  
**Straton-on-the-Poese C.E.V.A. Primary School**  
 (Prepared 5-11 with 40 on roll, at present 5-8, 22 on roll) For September 1977. Head for this group 1 school. Application forms and details S.A.E. from the Chief Education Officer, Staffing (7) Section, Education Dept., County Hall, Taunton.

**SPECIAL SCHOOLS**  
**Critchell School, Nunney Road, Frome**  
 (E.S.N. "M" "M") New school opened 1977. Teacher, Scale 1, to implement and bring to fruition the school's plan for the 'M' department, but will have overall responsibility for school lessons in the 'M' department.  
**Teacher, Scale 1, to be in charge of a class of junior pupils** for a vigorous and enthusiastic opportunity.  
**Scale 2 Posts, plus Special Schools Allowance**  
 The Authority is establishing a number of special classes for E.S.N. (M) children attached to ordinary schools, and are seeking suitably qualified and experienced teachers, duties and allowances as County Primary School, Chard and Walsley County Infants School, Chard. Application forms and details (S.A.E.) from Staffing (7) Section, Education Department, County Hall, Taunton. Closing date 21st March.  
**Elmwood School, Bridgwater**  
 (S.E.S.N. (M)) Teacher, Scale 1, for middle school with primary training. Specialist School experience an advantage. Closing date 22nd March.

**SECONDARY Technical Studies continued**

**Northamptonshire**  
 (Northampton) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**North Yorkshire**  
 (North Yorkshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Nottinghamshire**  
 (Nottingham) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**West Sussex**  
 (West Sussex) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**West Sussex**  
 (West Sussex) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Wiltshire**  
 (Wiltshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**STRAITHCLYDE REGIONAL COUNCIL**  
 Department of Education  
**DURIBARTHON DIVISION**  
**GREENPAULS HIGH SCHOOL, CUMBERNAULD**  
 (Re-advertisement)  
 (Responsibility payment, £4,815)  
 Applications are invited from suitably qualified registered teachers for the above post.  
 The school has a present roll of 1,688 pupils (546 in the 4th to 6th years) is a purpose-built comprehensive school which opened in 1971. It has a staff of 100. The prospective roll for the next session is 1,700.  
 Forms of application may be obtained from Director of Education, 25 Bellwell Street, Glasgow G2 6NR (Tel. 041 221 0221) and when completed should be forwarded to the Education Officer, Regional Offices, Garthside House, Dumbarton G82 3PU, by Friday, March 18, 1977.  
 A re-advertisement previous applicants need not renew their applications.  
 EDWARD MILLER, Director of Education.

**SECONDARY Technical Studies continued**

**West Yorkshire**  
 (West Yorkshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Wiltshire**  
 (Wiltshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
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 Required for September 1977

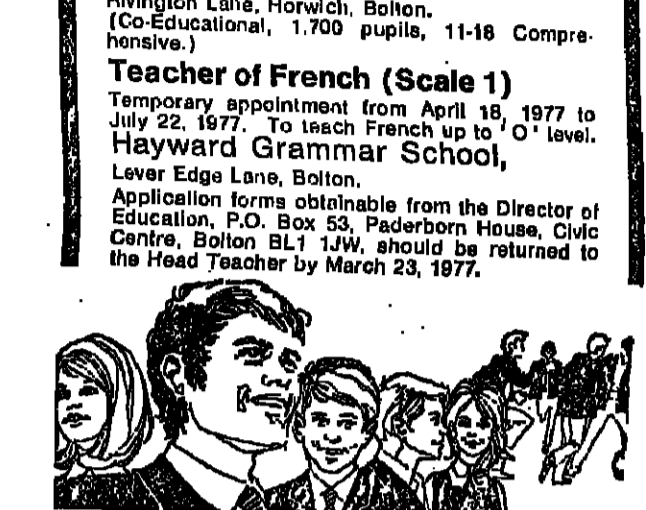
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 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

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 (Wiltshire) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Bolton Metropolitan Borough**

**Remedial Teacher (Scale 1) Teacher of Creative Studies and Woodwork (Scale 1)**  
 Rivington and Blackrod High School  
 Rivington Lane, Horwich, Bolton.  
 (Co-Educational, 1,700 pupils, 11-18 Comprehensive.)  
 Temporary appointment from April 18, 1977 to teach French up to 'O' level.  
 Temporary appointment from April 18, 1977 to teach French up to 'O' level.  
 Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the Head Teacher by March 23, 1977.



**SURREY COUNTY COUNCIL**

**Appointments in Scotland**

**POSTS OF RESPONSIBILITY**  
**COMPREHENSIVE**  
**ADDLESTONE, ST. PAUL'S COUNTY SECONDARY**  
 ENGLISH or GENERAL SUBJECTS teacher required as soon as possible. Some teaching experience preferred, but not essential. Scale 2 for suitable applicant. Telephone: Weybridge 47048.  
**EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY**  
 (12-18 mixed, 957 with 87 in Sixth Form) HEAD OF MODERN LANGUAGES. Scale 4. FRENCH courses to C.S.E., 'O' and 'A' level. GERMAN to 'O' level. Experience with Spanish to 'O' level. Experience with Telephone: Bookham 63894.

**WEYBRIDGE, HEATHSIDE**  
**CHEMISTRY**. Well qualified and experienced teacher. Scale 3.  
**R.E.** Well qualified and experienced teacher to be in charge of Department at Scale 2—as numbers increase it is anticipated that the Head of Department will be Scale 3. Telephone: Weybridge 46182.

**SCALE 1 POSTS**  
**COMPREHENSIVE**  
**ADDLESTONE, ST. PAUL'S COUNTY SECONDARY**  
 PHYSICS teacher to take subject to 'O' level required September. Established examination courses exist. Telephone: Weybridge 47048.  
**LEATHERHEAD, ST. ANDREW'S R.C. SECONDARY**  
 SCIENCE teacher, especially BIOLOGY AND INTEGRATED SCIENCE. Telephone: Ashted 74363.

**GRAMMAR**  
**GUILDFORD COUNTY GIRLS**  
 FRENCH/SPANISH teacher for Summer Term. Telephone: Guildford 4089.  
 Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed footcap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DA.

**City of Manchester Education Committee**

**HEADSHIP**  
**BURNAGE HIGH SCHOOL FOR BOYS**  
 Burnage Lane, Manchester M19 1BU Group 12  
 Applications are invited for the post of HEAD of this 10 form entry boys' comprehensive school vacant from 1st September, 1977, upon the resignation of the present holder.  
 Salary: £8,450.00.  
 The school, in the south east of the City, opened in 1957 following the reorganisation of secondary schools in Manchester on a comprehensive basis. There are 1,302 pupils on roll with 148 in the sixth form.  
 Application forms and further particulars are available from the Chief Education Officer (S2/JFC), Education Offices, Crown Square, Manchester M2 3BB, and should be returned by 8th April, 1977.

**SCALE 2**  
**YEW TREE HIGH SCHOOL**  
 Hydebank, Manchester M23 6DD  
 Required from 1st September, 1977.  
 A teacher of Chemistry to take responsibility for the subject through the school within the Science Department. One unit. An additional interest in swimming, outdoor activities and social problems is desirable.  
 Applications should be returned as soon as possible.  
**SCALE 1**  
**PARK SCHOOL**  
 Moor Road, Bury, Manchester M23 8DQ  
 An experienced and enthusiastic teacher is sought to undertake the full responsibility for the teaching of Home Economics within the school. A new comprehensive equipped Home Economics room has just been completed. Full support will be given to the successful applicant. Further details and application form from the Headmaster, Park School, Moor Road, Bury, Manchester M23 8DQ, and should be returned by 8th April, 1977.

**SCALE 1**  
**WRIGHT ROBINSON HIGH SCHOOL**  
 Abbey Hey Lane, Gorton, M14 8RL  
 Required from 1st September, 1977.  
 Assistance with rejected expenses given in approved cases for permanent or temporary appointments.

**BUCKINGHAMSHIRE**  
 (Buckingham) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**DORSET**  
 (Dorset) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**EALING**  
 (London Borough of Ealing) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**KESSEX**  
 (London Borough of Havering) (Mixed 11-18—1,200 pupils)  
 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**DEBEN AND TECHNOLOGY**  
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 Headteacher: J. D. H. Smith, M.Sc.  
 Required for September 1977

**Nottinghamshire**  
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Sixth Form and Tertiary Colleges

Heads of Department

SANDWELL

WOLVERHAMPTON

Special Education

Headships

KENT COUNTY COUNCIL

Deputy Headships

BERKSHIRE

BUCKINGHAMSHIRE

LANCASHIRE

SANDWELL

WALSLEY

WALSLEY METROPOLITAN BOROUGH OF

RE-ADVERTISEMENT

EDUCATION DEPARTMENT

Headship (Group 5s)

Immigrant Education Service

Heads of Department

CHESHIRE

DORSET

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

GLoucestershire

THE SPASTICS SOCIETY (INCORPORATED) GROUP 49

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

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Walsley Metropolitan Borough Education Committee Oakwood School, Headship (Group 5s) Immigrant Education Service

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

BUCKINGHAMSHIRE MILKMAIDERS ASSOCIATION

Teacher required for upper juniors or infants at Brays School for Physically Handicapped

Teacher required for upper juniors or infants at Brays School for Physically Handicapped

Teacher required for upper juniors or infants at Brays School for Physically Handicapped

Teacher required for upper juniors or infants at Brays School for Physically Handicapped



Mid Glamorgan COUNTY COUNCIL YSTRAD MYNACH COLLEGE OF FURTHER EDUCATION APPOINTMENT OF VICE-PRINCIPAL Applications are invited from suitably qualified persons who have had experience in the field of vocational further education.

County of North Yorkshire YORK COLLEGE OF ARTS AND TECHNOLOGY VICE-PRINCIPAL An expanding college housed in new buildings in a residential area of the city. Experience of both administration and teaching in further education is essential.

EDUCATION DEPARTMENT WEARSIDE COLLEGE OF FURTHER EDUCATION DEPARTMENT OF ELECTRICAL, MATHEMATICS AND MINING LECTURER MINING MECHANICAL (£2,781-24,683) starting salary dependent upon experience and qualifications.

Sheffield Education Granville College of Further Education Granville Road, Sheffield S2 2RL (Tel: 70271) Department of Engineering Technology LECTURER GRADE I for MECHANICAL ENGINEERING CRAFT SUBJECTS

PREPARATORY Other Assistants continued KINT THE YSTRAD MYNACH COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

LANCASHIRE LANCASHIRE COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

LONDON, E.C.2 THE YSTRAD MYNACH COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

LONDON, W.6 PREPARATORY Other Assistants continued Applications are invited from suitably qualified persons who have had experience in the field of vocational further education.

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SUFFOLK SUFFOLK COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

DERBY DERBY COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

DEVON DEVON COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

DUDLEY TECHNICAL COLLEGE Applications are invited from suitably qualified persons who have had experience in the field of vocational further education.

EAING LANGUAGES COMMUNICATION MULTI-RACIAL WORKPLACES THE NATIONAL CENTRE FOR HUMANITARIAN TRAINING

LONDON INNER LONDON EDUCATION AUTHORITY SOUTH LONDON COLLEGE OF FURTHER EDUCATION DEPARTMENT OF NATURAL TECHNOLOGY

IPSWICH IPSWICH CIVIC COLLEGE Applications are invited from suitably qualified persons who have had experience in the field of vocational further education.

KEYNT KEYNT COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

GLoucestershire NORTH GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

DERBY DERBY COLLEGE OF FURTHER EDUCATION is seeking to recruit a number of preparatory other assistants for the 1977-78 session.

DORSET POOLE TECHNICAL COLLEGE Department of Science and Social Work NNEB COURSE TUTOR LECTURER GRADE II

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Colleges and Departments of Art Heads of Department

SCOTLAND GLASGOW COLLEGE OF ART HEAD OF DEPARTMENT Applications are invited from suitably qualified persons who have had experience in the field of vocational further education.

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COLWYN BAY North Wales LLANDRILLO TECHNICAL COLLEGE (Clwyd and Gwynedd Education Authorities)

Required for 1st September, 1977 SENIOR LECTURER as CO-ORDINATOR for HAIRDRESSING, BEAUTY THERAPY & ART LECTURERS GRADE I

in: HEALTH STUDIES (2 posts) OFFICE STUDIES (2 posts) FOOD SCIENCE HAIRDRESSING

Applicants for all posts should have professional qualifications and a recognised teaching qualification or teaching experience.

Form of application and further details available from the Registrar at the College. Closing date, 30th March, 1977.

STRAITHCLYDE REGIONAL COUNCIL ; DEPARTMENT OF EDUCATION FURTHER EDUCATION Applications are invited for the upgraded posts. All candidates should have relevant industrial or commercial experience where appropriate.

HEAD OF DEPARTMENT Construction Industry The Reid Kerr College, Renfrew Road, Paisley G64 4ER Head of Department Degree in Building Construction and Membership of Institute of Building

LECTURERS Art & Design Central College of Further Education, 699 Mansfield Drive, Glasgow G52 3JX Diploma in Art

General Studies The Reid Kerr College, Renfrew Road, Paisley G64 4ER Lecturer 'A' Degree in Building Construction and Membership of Institute of Building

General Studies The Reid Kerr College, Renfrew Road, Paisley G64 4ER Lecturer 'B' Degree in Building Construction and Membership of Institute of Building

**UNIVERSITIES**  
Appointments  
Continued

**THE OPEN UNIVERSITY**  
INSTITUTE OF ENVIRONMENTAL TECHNOLOGY

**AUTOMOBILE MEDIA**  
SPECIALIST

Applications are invited for the following posts:

**LECTURER IN MEDIA**  
The Institute of Environmental Technology is seeking a Lecturer in Media to join its staff. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Media Studies. He/she will also be responsible for the development of the Media Studies programme. The successful candidate should have a first class honours degree in Media Studies or a related subject, and should have at least 3 years' postgraduate experience in the field of media studies. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Institute of Environmental Technology, Milton Keynes, Bucks. MK9 1AQ. Closing date: 15 March 1977.

**Fellowships**  
**Studentships and Research Awards**

**BIRMINGHAM**  
THE UNIVERSITY OF BIRMINGHAM  
JAMES WATTS MEMORIAL FELLOWSHIP 1977

The University of Birmingham is offering a James Watts Memorial Fellowship for the year 1977-78. The Fellowship is open to students of the University of Birmingham who are studying for a first class honours degree in the Faculty of Science. The Fellowship is worth £1,000 p.a. plus a grant of £500 towards the purchase of books and other expenses. Applications should be sent to the Director of Studies, Faculty of Science, University of Birmingham, Edgbaston, Birmingham B15 2TT. Closing date: 15 March 1977.

**LONDON**  
THE UNIVERSITY OF LONDON

**Colleges of Higher Education**

**CLAYTON**  
The University of London is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**Other Appointments**

**BUCKINGHAMSHIRE**  
The County Council is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**Assessment Centres**

**HAMMERSMITH**  
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**Studentships**

**UNIVERSITY OF LANCASTER**  
DEPARTMENT OF EDUCATIONAL RESEARCH

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- Teaching and organization in primary schools, particularly in relation to the curriculum.
- Value orientation in adults and adolescents.
- Transition from home to school (Mr. C. Desforges).
- Learning strategies of students (Professor N. Entwistle).
- Curricula and examinations (Mr. J. C. Matthews).
- Higher and adult education (Mr. K. A. Percy).
- Cultural and economic change and strategies of curriculum development (Mr. J. C. Matthews).
- Theory of Education (Professor A. M. Ross and Mrs. M. Bowler).
- Economics of education and educational planning (Professor G. W. Williams).

Those interested in researching in any of these areas should write to the Department Clerk, Department of Educational Research, Carlisle College, University of Lancaster, Lancaster LA1 4YX, or telephone 0524-65201 (extension 404 or 407) for additional information.

**Adult Education**

**Oxfordshire County Council**  
H. M. Borstal, Huntercombe Place, Nuffield, Oxon.

**DEPUTY EDUCATION OFFICER**  
(Grade: Burnham F. E. Lecturer II)

Applications are invited for the above post. Application forms and further details are available from the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA. Closing date for applications: 7th April, 1977.

**West Sussex**

**West Sussex County Council**

**West Sussex County Council** is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**East Sussex**

**East Sussex County Council**

**East Sussex County Council** is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**Northampton**

**Northampton City Council**

**Northampton City Council** is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**City of Norwich Amenities**

**And now for the good news...**

Despite the economic crisis Norwich has the will to find a way to develop community work. In the last 3 years the number of holiday playhouses supported by the Norwich Community Team has increased from 12 to 20. In three years the budget for community work in Norwich has more than doubled. Applications are invited for another junior post of professional COMMUNITY WORKER. Salary Scale A.P.3 (£2,920-£3,202 plus £312 supplement) - plus pension and temporary housing in approved areas, and a special unit of experience. An outstanding opportunity to add your skills to experience to a team of workers in this progressive City. For further details and application form write to the Amenities Officer, Directorate of Planning and Environment, 16 Chapel Field East, Norwich, Norfolk. Application forms should be returned by 16th April, 1977. (TEL: Norwich 22233 Ext. 503)

# OVERSEAS TEACHING POSTS

**HEAD, DEPARTMENT OF AIR CONDITIONING AND REFRIGERATION (Iran)**  
Jundi Shapur University, Ahwaz  
To establish, organise and manage a new department, and train lecturers.  
PhD and relevant Engineering qualifications with at least 5 years' experience.  
Salary: £11,500-£14,700 pa (approx).  
Benefits: Housing allowance. One-year contract renewable. 77 HU 14

**SENIOR LECTURER IN MEDICAL ENGINEERING (Iran)**  
Jundi Shapur University, Ahwaz  
To establish a new department, supervise technical staff and lecture.  
PhD or MSc and at least 2 years' teaching experience.  
Salary: £10,750-£14,200 pa (approx).  
Benefits: Housing allowance. One-year contract renewable. 77 HU 15

**ENGLISH LANGUAGE TEACHER (Iran)**  
College of Natural Studies, University of Baluchistan, Chah Bahar  
To assist in the preparation of materials and to participate in the teaching of English and the monitoring of students' progress.  
Degree, TEFL qualification, experience of ESP and of a direct teaching operation overseas.  
Salary: £8,425-£7,865 pa.  
Benefits: overseas and children's allowances; free accommodation; 2-year contract. 78 HU 113

**MATERIALS PRODUCER (ELT) (Oman)**  
Ministry of Education (English Department), Muscat  
To produce support materials and audio visual aids, to undertake in-service course for teachers of English.  
Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of A/V materials.  
Salary: £4,589-£5,618 pa.  
Benefits: overseas and children's allowances; 2-year contract renewable. 77 AE 3

**TEACHER OF NUFFIELD PHYSICS, TEACHER OF SMP MATHEMATICS, TEACHER OF GENERAL SUBJECTS (Brazil)**  
St Paul's School, Sao Paulo  
Qualified teachers with at least 3 years' experience.  
Salary: £5,300-£7,500 pa.  
Benefits: overseas and accommodation allowances; medical scheme; superannuation; 2-year contract renewable. 77 PS 18-20

**INFANT TEACHERS (Iran)**  
The British School, Tehran  
2 Assistant Infant Teachers.  
1 Infant Teacher with ability to teach music, Degree and/or Technical certificate, Infant teaching experience essential; team teaching experience very desirable. Single candidates only.  
Salary: £3,970-£2,293 pa.  
Benefits: rent allowance; employer's portion of UK superannuation; 2-year contract renewable. 77 HS 24-26

**PRIMARY/SECONDARY TEACHERS (Iran)**  
Rustan Abadian International School, Tehran  
Primary Teacher (Post of responsibility) Biology Teacher (Grades 9-11) History Teacher (Grades 7/8/9-11)  
Primary Teacher: Teaching certificate and 5 years' primary or middle school experience  
Biology and History Teachers: degree and PGCE with 2 years' teaching experience.  
Single candidates preferred.  
Salary: £3,823-£2,858 pa.  
Benefits: rent allowance; employer's portion of UK superannuation; 2-year contracts renewable. 77 HS 21 23

**ELT MATERIALS PRODUCTION SPECIALIST (Zambia)**  
United Nations Institute for Namibia, Lusaka  
To produce, pilot, evaluate and revise ESP materials for students' academic needs.  
Degree; 1-year postgraduate qualification in TEFL/TEFL; 3 years' overseas experience, preferably teaching adults, and including ESP materials preparation.  
Salary: £5,210-£7,054 pa.  
Benefits: overseas and children's allowance; free accommodation; 2-year contract. 77 HO 27

**HEAD OF ENGLISH (Yemen)**  
National Institute of Public Administration, Taiz  
To administer the English Department and to teach English Language up to Cambridge Proficiency level to adult Yemeni students.  
Candidates, men only, must be graduates with 5 years' TEFL experience; TEFL qualification desirable.  
Salary: £4,589-£5,618 pa tax free.  
Benefits: overseas and children's allowances; free furnished accommodation; 2-year contract renewable. 78 AO 59

**CHIEF INSPECTOR OF ENGLISH (Oman)**  
Ministry of Education, Oman  
Graduate with higher degree in Linguistics or ELT to be responsible under the Oman Head of English for normal inspection duties, in-service training, materials production, ELT on radio and television, advising on examinations and ELT policy. Male applicants, without children.  
Salary: £5,210-£6,026. No local taxation.  
Benefits: Free accommodation; overseas allowances; 2-year contract renewable. 78 CE 17

**Return fares are paid. Local contract is guaranteed by the British Council.**  
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

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**Oxfordshire**

**ST. WILLIAM'S SCHOOL**  
Market Weighton, York

**HOUSEPARENT**  
£2,283-£2,841

Development family houses available, if required.

Applications are invited for the post of Houseparent. The successful candidate will be responsible for the care and supervision of students in the school. He/she will also be responsible for the development of the Houseparent programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £2,283-£2,841 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**TANZANIA**

**International School of Tanzania, Dar es Salaam**

**PRINCIPAL**

Applications are invited for the post of Principal. The successful candidate will be responsible for the overall management of the school. He/she will also be responsible for the development of the school programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 10 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**West Sussex**

**West Sussex County Council**

**West Sussex County Council** is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**HONGKONG POLYTECHNIC**

**Department of Building & Surveying**

**Senior Lecturer in Building Science**

Applications are invited from degree holders, or others with equivalent qualifications and experience in Physics, Chemistry, Building or Materials Science having:

- (a) at least five years' post qualification practical experience and
- (b) at least three years' teaching experience or
- (c) a combination of (a) and (b) and
- (d) proven administrative ability.

**SALARY SCALE:**  
HK\$53,420 to HK\$93,540 p.a. by six increments (18.75% to 18.180 p.a.)  
(Note: March 1, 1977, HK\$79,000 equals £1.)

Appointments will be on two-year gradually-bearing contract terms initially. Thereafter suitable appointments may be offered further contracts or superannuation terms of service at the discretion of the Polytechnic.

Benefits include passages, long leave, subsidised accommodation, medical and dental treatment, educational allowances and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Further details and application form, which should be returned not later than April 2, 1977, are obtainable from the Recruitment Unit, Technological and Training Organisation for Overseas Countries, 30-37 Grosvenor Gardens, London SW1W 0BS. Ref: HMP/ES

**YOUTH AND COMMUNITY SERVICE**

**West Sussex County Council**

**West Sussex County Council** is seeking applications for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching and supervision of students on the B.A. (Hons) in Education. He/she will also be responsible for the development of the Education programme. The successful candidate should have a first class honours degree in Education or a related subject, and should have at least 3 years' postgraduate experience in the field of education. The successful candidate will be offered a salary of £12,000 p.a. plus benefits. Applications should be sent to the Director of Studies, Faculty of Education, University of London, Gower Street, London WC1E 6BT. Closing date: 15 March 1977.

**Youth and Community Officer**  
£4,419-£5,007 Weybridge

To join a team of youth and community workers established two years ago covering an attractive part of Surrey including the Boroughs of Spelthorne and Elmbridge.

The opportunity exists to coordinate and establish work over the whole area, e.g. school leaver work, training of senior members and community development in special responsibility for Duke of Edinburgh's Award Scheme in the area, but the officer will operate mainly with young people and youth clubs in Elmbridge.

Applicants should be qualified and experienced Youth and Community workers, social workers or teachers.

Application form and job specification from Area Youth and Community Officer, Mr. P. Wiles, Area Education Office, 7 Monument Hill, Weybridge, Surrey. Tel: Weybridge 52811.

**Temporary Deputy Warden**  
£4,137-£4,407 Farnham

For Moor Park which is a short-term residential College for 30/40 adult students. To assist in the overall planning and administration of the college and assume overall responsibility for the management of the College in the absence of the Warden. Initially, the appointment will be temporary until March 31, 1978.

The appointment is residential and self-contained accommodation available at the College.

Applicants should have administrative experience preferably in the management and organisation of educational courses.

Application form and further details from County Education Officer (ref: HQ/KG), County Hall, Kingston upon Thames, Surrey. Tel: 01-546 1050, Ext. 3167.

**Deputy Officer in Charge**  
£4,702-£5,178 Milchem

For Pentlands Observation and Assessment Centre. A qualified person with experience in residential child care is sought for a residential care or teaching qualification and preferably have experience capable of taking charge of the centre during the absence of the Officer in Charge.

The successful applicant will be a senior member of the assessment team dealing with 21 boys aged 10-17.

Single accommodation available if required.

Further details from the Officer in Charge, Brian Longman, 01-546 2012.

For applications see below (quoting ref: TAB).

**Residential Teachers**  
Burnham Scale 1 Woking

For Physical Education/General Studies - Metalwork at King's Community Home which has education on the premises and provides accommodation for 90 boys aged 13-18. We need two teachers with enthusiasm and imagination who will work with an experienced team of teachers and child care officers and have an impact on the lives of difficult, disturbed and delinquent adolescents.

Candidates should be qualified but those with relevant experience only also considered.

Allowances totalling £1,755 p.a. also payable.

Further details from Mr. K. T. S. Nicholson, The Principal, Woking 65141 (Ref: GYR).

Application forms for last two posts from Director of Social Services (please quote ref: Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel: 01-549 6111, Ext. 278. Closing date March 24.



**The British School of Brussels**  
 Posts will be available at this all-age co-educational school in September 1977 as follows:

**UPPER SCHOOL (age 12 upwards)**

- (i) English teacher for classes up to C.S.E. and O-level with possibility of some A-level. Experience across whole ability range, boys and girls, and in teaching Drama an advantage.
- (ii) Language teacher to join Department of nine teachers, which offers French, German, Spanish and Dutch. Preference to applicant with completely fluent French offering French to all levels. Experience in wide range of materials and with broad aims in language teaching. German to beginners an advantage. Responsibility post may be available for suitably qualified and experienced applicant.
- (iii) Teacher for Chemistry and Physics to O-level. At least two years' experience in Nuffield-based courses for mixed ability classes essential.

Further information with application forms available from: Alan Humphreys, M.A. Headmaster, The British School of Brussels, Steenweg op Leuven 15b, 1980 Torvuren, Belgium.

**YOUTH AND COMMUNITY SERVICE**  
 continued

**KIRKLEES**  
 THE HONORABLE LEARNERS  
 The Kirklees Youth and Community Service is seeking applications for the following posts:

**YOUTH LEADER**  
 Applicants should be aged 18-25, have completed their O-levels and be available for a minimum of 20 hours per week. They should be enthusiastic, energetic and have a good knowledge of the youth and community work. They should be able to work with young people and be able to lead and supervise other staff. They should be able to work with young people and be able to lead and supervise other staff. They should be able to work with young people and be able to lead and supervise other staff.

**TECHNICAL EDUCATION OVERSEAS**  
 THE SWANLAND COLLEGE  
 A full-time position available for a qualified teacher in the field of technical education. The post holder will be responsible for the technical education of students in the college. The post holder will be responsible for the technical education of students in the college. The post holder will be responsible for the technical education of students in the college.

**NEW ZEALAND**  
 ST. PAUL'S COLLEGE, HAMILTON  
 Applications are invited for the following posts:

**MEXICO**  
 THE INTERNATIONAL SCHOOL  
 Applications are invited for the following posts:

**WEST GERMANY**  
 SENIOR CIVIL ENGINEER  
 Applications are invited for the following posts:

**INTERNATIONAL VOLUNTARY SERVICE**  
 Current vacancies include:

**FRANCE**  
 Applications are invited for the following posts:

**SWITZERLAND**  
 Applications are invited for the following posts:

**CANADA**  
 Applications are invited for the following posts:

**SPAIN**  
 Applications are invited for the following posts:

**GOVERNMENT OF BERMUDA**  
**MINISTRY OF EDUCATION**

Applications are invited from certificated teachers and University Graduates who hold a recognised teaching qualification for appointment in September 1977.

**SECONDARY:**  
 Physical Education/Health Science (Girls); Geography; History; Woodwork/Technical Drawing; Home Economics; Needlecraft/English; Mathematics; Mathematics/Science; General Subjects; Reading Specialist.

Applications for the above positions to: Senior Education Officer, Administration and Personnel, Ministry of Education, P.O. Box 1185, Hamilton 5, Bermuda.

**THE BERKELEY INSTITUTE**  
 West Pembroke, Bermuda (Co-educational).  
 Accounting; Biology/Maths; History (Modern); Maths; Latin/English; Secretarial Studies.

**SANDYS SECONDARY SCHOOL**  
 Somerset, Bermuda (Co-educational).  
 Reading Specialist; Geography/History (Lower School); French/Spanish (throughout school); English/Social Studies (Lower School).

**WARWICK ACADEMY**  
 Warwick, Bermuda. (Co-educational).  
 Maths; History; Design and Technology, to "O" level; Physical Education (Boys).  
 Applications for positions at the above schools to the Principals at the addresses stated.

**FURTHER EDUCATION:**  
 The Bermuda College  
 Physics; Mathematics  
 Minimum qualifications: Honours degree or equivalent in the discipline and a recognised teaching qualification, together with appropriate experience at post-secondary level.  
 For the following positions a minimum of three years' business or industrial experience is required.

**Accounting:**  
 Minimum qualifications: Bachelor's degree in accounting or C.A. qualification. Preference will be given to applicants with a recognised teaching qualification.

**Bookkeeping:**  
 Minimum qualifications: H.N.D. or H.N.C. in Business Studies and a recognised teaching qualification.

**Electrical Engineering:**  
 Minimum qualifications: H.N.D. or H.N.C. or equivalent. Graduate electrical engineer with industrial experience and a recognised teaching qualification, together with teaching experience at the post-secondary level preferred.

**Automobile Engineering:**  
 Minimum qualifications: Full Technological Certificate, with a recognised teaching qualification.

**Waiting Instructors: Chef Instructor:**  
 (To provide pre-vocational instruction at the secondary level under the direction of the Head of Department of Hotel Technology, in units attached to two of the secondary schools.)  
 Minimum qualifications: City & Guilds and Hotel and Catering Institute qualifications and recognised teaching qualification.  
 Applications to the Chief Executive Officer, The Bermuda College, P.O. Box 356, Devonshire, Bermuda.

**CONDITIONS OF SERVICE:**  
 Salaries (under review): Present scales: BDS7,300 to BDS12,960 per annum, depending on qualifications and experience. Teachers at the Bermuda College receive an additional BDS1,250 per annum.  
 Baggage Allowance: Some assistance is provided for personal baggage.  
 Contracts: Three years in the first instance.  
 Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (unmarried), not exceeding the equivalent of four adult passages. Paid return leave passages between engagements.  
 Government Health Scheme: Medical and surgical benefits.  
 Superannuation: United Kingdom employer's contribution guaranteed.  
 Application by airmail to addresses indicated, providing a full curriculum vitae, including full name, date of birth, marital status and dependants, nationality, small photograph, college(s) attended, degree work and professional training (with dates of qualification), teaching experience, two testimonials and the names of two persons who will be willing to provide confidential (professional) references.

**OVERSEAS**  
 Appointments continued

**WEST GERMANY**  
 SENIOR CIVIL ENGINEER  
 Applications are invited for the following posts:

**INTERNATIONAL VOLUNTARY SERVICE**  
 Current vacancies include:

**FRANCE**  
 Applications are invited for the following posts:

**SWITZERLAND**  
 Applications are invited for the following posts:

**CANADA**  
 Applications are invited for the following posts:

**SPAIN**  
 Applications are invited for the following posts:

**RUSDEN STATE COLLEGE**  
**LARNOOK SCHOOL OF HOME ECONOMICS**  
**PRINCIPAL LECTURER in FOODS and FOOD SCIENCES**

**The Position**  
 This position is the senior teaching position in foods and food sciences within the School of Home Economics and the appointee will be responsible to the Director of the School. It involves responsibility for the planning and conduct of courses and associated academic activities in this field, directed particularly towards home economics education and the preparation of secondary teachers.

**Qualifications**  
 A Master's degree in home economics with special standing in the study of foods, qualifications in education and experience in co-ordinating staff and conducting courses in tertiary institutions are required.

**The College**  
 Rusden State College, a constituent College of the State College of Victoria, provides tertiary courses in secondary teacher education, its main courses are the four-year undergraduate Bachelor of Education and the graduate Diploma in Education. The College has a student enrolment of 2,000.

**Responsibilities**  
 The Larnook School of Home Economics is responsible for the implementation and development of courses for the training of teachers of home economics and for the development of special fields of study relating to home economics. It has an enrolment of 450.

**Terms**  
 While the College is looking essentially to the making of a permanent appointment, it is possible that, where appropriate, an outstanding applicant may be appointed on a limited term basis. The College makes provision for travel and removal expenses for new appointees. Salary: \$23,047 p.a. (Australian). Further information regarding this position may be obtained from the Staffing Officer to whom written applications should be forwarded as soon as possible.

**RUSDEN STATE COLLEGE**  
 862 Blusden Road, North Clayton 3185, Victoria, Australia.

**LECTURER**  
**DEPARTMENT OF APPLIED PSYCHOLOGY**

Applications are invited for the above position. Preference will be given to applicants who have a background in educational psychology with strengths and a particular interest in one or more of the following areas:

- The psychology of the slow learner (child and/or adult)
- Training and adaptation programmes for the slow learner
- Counselling and personality assessment
- The psychology of adulthood and ageing

A general understanding of special education provisions would be an advantage.

The appointee will be expected to develop and offer an optional course at third year level for teacher education students and assist with some general teaching in the core Developmental Psychology course. Opportunity will also be available to present a course at 4th year level to B.Ed. students and to supervise Graduate Diploma theses and research studies.

The appointee will be required to take up duties in June 1977. Initial appointment may be by fixed term contract.  
 Salary: \$13,850-\$18,389.  
 Application forms are available from the Academic Secretary.  
 Applications close 21st March, 1977.  
 For further information contact:  
 The Academic Secretary,  
 Salisbury College of Advanced Education,  
 Smith Road,  
 Salisbury East, S.A. 5109.  
 Phone: 258-3000.

**LIBYA**  
 THE LIBYAN TEACHERS' UNION  
 Applications are invited for the following posts:

**WEST SUSSEX**  
 COUNTY COUNCIL  
 Applications are invited for the following posts:

**WANTO**  
 Applications are invited for the following posts:

**TURKEY**  
 Applications are invited for the following posts:

**INDIA**  
 Applications are invited for the following posts:

**QATAR**  
 Applications are invited for the following posts:

**LIBYA**  
 THE LIBYAN TEACHERS' UNION  
 Applications are invited for the following posts:

**WEST SUSSEX**  
 COUNTY COUNCIL  
 Applications are invited for the following posts:

**WANTO**  
 Applications are invited for the following posts:

**TURKEY**  
 Applications are invited for the following posts:

**INDIA**  
 Applications are invited for the following posts:

**QATAR**  
 Applications are invited for the following posts:

**Technical teaching in Fiji**

**DERRICK TECHNICAL INSTITUTE**

Fiji comprises some 300 islands of which about 100 are inhabited. The official language is English. The Derrick Technical Institute is located at Suva, the capital city and principal port on the main island of Viti Levu. It provides courses for engineering and building apprentices, technicians, managers, accountants, merchant navy officers, secretaries and hotel trainees. Applications are invited for the following posts on contract for 2+3 years in the first instance, beginning as soon as possible.

**SENIOR LECTURER IN MECHANICAL ENGINEERING**  
 To teach Mechanical Engineering for technician and trade courses and to assist Head of School of Engineering with further development of courses, liaison with industry, re-equipment and staff programmes. Must be graduate engineer or equivalent with experience in industry and technical education at tertiary level. Membership of professional Engineering Institution desirable.

**LECTURER IN MECHANICAL ENGINEERING**  
 To teach Mechanical Engineering for technician and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. H.N.C. HND or equivalent, industrial and teaching experience essential. Mobile and diesel plant and/or automobile engineering experience desirable.

**LECTURER IN ELECTRICAL ENGINEERING (UTILISATION)**  
 To teach Electrical Engineering for technician, diploma and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential with considerable industrial and teaching experience, particularly in utilisation.

**LECTURER IN MARINE ENGINEERING**  
 To teach Marine Engineering and allied subjects for Fiji Marine Board Certificate of Competency, CGL Marine Engineering Technician Certificate and Advanced Certificate, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential with considerable industrial and teaching experience, particularly in utilisation.

**LECTURER IN BUSINESS STUDIES (ACCOUNTANCY)**  
 To teach to diploma and professional students at least three of the following subjects: Auditing, Cost Accounting, Financial Management, Financial Accounting, Commercial Law and Taxation, and to assist with administration, Degree, Diploma or professional qualification essential. Teaching and at least three years' industrial or commercial experience desirable.

**LECTURER IN ARCHITECTURE**  
 To teach to Higher Technician Certificate level 2 or more of the following subjects: Architectural Drafting, Mathematics, Surveying, Estimating and Costing, Properties of Materials, Design Procedures. Degree or equivalent qualification in Architecture essential and at least five years' practical experience. Teaching experience desirable.

**Salaries (reviewed quarterly)**  
 Senior Lecturer: £6,000-£7,700 p.a.  
 Lecturer: £4,700-£6,300 p.a.

Including a supplement, normally tax-free, paid by the British Government under its aid programmes.  
 Gratuity of 25 per cent on basic salary payable after each 12 months of service, free passages, education allowances and holiday visit passages for dependants, and subsidised housing. Appointment grant of up to £300 and an interest-free car loan of up to £200 may be payable in certain circumstances. Application form and further details obtainable from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: HKP/ET/75.

**HONGKONG POLYTECHNIC**

**Professional Appointments—Joint Education Technology**

The Polytechnic is committed in its development plans to the introduction of Education Technology and the use of Personalised Systems of Instruction (PSI) into its credit-unit course structure.

The newly created Education Technology Unit contains a nucleus of permanent staff who work closely with the Academic Departments. In order to encourage and accelerate this work the Polytechnic is providing one "Associated Staff" appointment to each department in anticipation of its future permanent establishment. Such appointments will be on a two-year contract basis with the parent academic department and involve at least 60 per cent activity with the Education Technology Unit for a minimum period of one year.

Candidates who wish to be considered for these posts would have to be (a) professionally qualified in the academic discipline of one of the Polytechnic departments and (b) have proven ability in or commitment to some form of education technology development, preferably in the field of PSI. An education qualification would be an added advantage.

Commencing salaries will be dependent upon qualifications and length of previous experience but will not be less than HK\$38,040 p.a. (£4,815). In normal cases the maximum salary would be HK\$83,540 p.a. (£10,440), which is the maximum of the Senior Lecturer scale. However in exceptional cases an appointment may be offered at Principal Lecturer level, with a salary scale from HK\$85,500 (£10,687) to HK\$105,800 p.a. (£13,367).

(Note: March 1, 1977, HK\$7.60 equals £1)

Appointment will be on two-year gradually-increasing contract terms initially. Thereafter suitable appointments may be offered further contracts or supernumerary terms of service at the discretion of the Polytechnic.

The Polytechnic has 17 academic departments, these being Accountancy, Applied Science, Building and Surveying, Business and Management Studies, Civil and Structural Engineering, Computing Science, Design, Electrical Engineering, Electronic Engineering, Languages, Mathematical Studies, Mechanical and Marine Engineering, Nautical Studies, Production and Industrial Engineering, Social Work, Textiles and an Industrial Centre.

Benefits include passages, long leave, subsidised accommodation, medical and dental treatment, educational allowances and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Further details and application form, which should be returned not later than March 31, 1977 (stating clearly area of academic interest), are obtainable from the Recruitment Unit, Teltec (Technical and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: HKP/ET/75.

**THE CENTRE FOR BRITISH TEACHERS LIMITED**  
**GERMANY**

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

**Qualifications**  
 Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

**Salary**  
 £360-£465 per month paid in German Marks. Entry point depends on number of years' previous full-time experience. An allowance of £26 per month is paid to married teachers and £22 per month for each dependent child. (DM 4.5 equals £1)

**Salaries are free of German and British income tax for periods of 12 months and upwards.**

**Contract**  
 Contracts are for one calendar year from August, 1977 (exact starting dates vary according to State).

**Teaching Load**  
 20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

For details and application forms: The Centre for British Teachers Limited (77), Quality House, Quality Court, Chancery Lane, London WC2A 1PL. Tel: 01-242 2882/5.

**TRAVEL**  
 Fare to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

**National Insurance and Superannuation**  
 The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

**Preparation**  
 Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

**Resettlement**  
 The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

**Recognition of Service**  
 Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

**INDIA**  
 Applications are invited for the following posts:

**QATAR**  
 Applications are invited for the following posts:

**INDIA**  
 Applications are invited for the following posts:

**QATAR**  
 Applications are invited for the following posts:

**INDIA**  
 Applications are invited for the following posts:

**QATAR**  
 Applications are invited for the following posts:

PROFESSEURS D'ANGLAIS

Michelin recherche pour son siège international à Clermont-Ferrand plusieurs professeurs. Le début d'activité est prévu en Septembre 1977. Les candidats devront être des spécialistes de l'enseignement de l'anglais, pour assurer la formation linguistique de nos techniciens et cadres français.

- Conditions :
- expérience de l'enseignement aux adultes.
- connaissance des techniques de laboratoire de langues et méthodes structurées indispensables.
- bonnes notions de français.
- de préférence, licencié de 25 à 30 ans.

Nous offrons d'excellentes conditions de travail. Formation assurée et possibilités d'évolution. Le salaire de départ dépendra du niveau de compétence. Ecrire avec curriculum vitae détaillé à M. Sellers - Michelin Tyre Co. Ltd, Stoke-on-Trent ST4 5Y.



MICHELIN

WESTERN AUSTRALIAN TEACHER EDUCATION AUTHORITY

Perth, Western Australia

Applications are invited from suitably qualified persons for the following positions:

DEAN OF TEACHER EDUCATION CHURCHLANDS COLLEGE

The Dean will have primary responsibility for educational leadership, co-ordination and development of the School of Teacher Education within the College. The school embraces pre-service courses at Diploma level for teachers of primary and early childhood together with post experience courses at graduate diploma and Bachelor of Education level.

DEAN OF ACADEMIC STUDIES SECONDARY TEACHERS COLLEGE

The Dean will have primary responsibility for the educational leadership, co-ordination and development of the academic programme of the College. College courses embrace pre-service courses for secondary teachers at diploma, and graduate diploma level, post experience courses for secondary teachers at Bachelor of Education level together with programmes in recreation and library.

DEAN OF ACADEMIC SERVICES SECONDARY TEACHERS COLLEGE

The Dean will have primary responsibility for the planning, development and supervision of all services to support the academic activities of the College, including the co-ordination of support staff and of media systems, library services and data processing.

QUALIFICATION AND EXPERIENCE

All positions call for high academic qualifications, preferably including qualifications in education, together with extensive administrative and teaching experience relevant to the position.

SALARY AND CONDITIONS OF SERVICE

Appointments will be at Level I, Level II or Level III according to qualifications and experience of the Head of School designated under the salaries recommendation for Colleges of Advanced Education, which carry salaries as of 28th November, 1976, of \$A29,887 (\$18,889 sterling), \$A28,850 (\$18,047 sterling) and \$A27,612 (\$17,388 sterling).

Conditions of service, superannuation, long service leave, sick leave and sick leave are comparable to conditions prevailing in Universities and Colleges throughout Australia.

LOCATION

Churchlands College is located on a 61-acre site five miles from the centre of Perth. The College comprises a School of Teacher Education and a School of Business Studies with a total enrolment of some 1,800 students.

The Secondary College is located on a two-acre site adjacent to the University of Western Australia four miles from the centre of Perth. The College offers courses in teacher education, community recreation and library studies with a total enrolment of some 2,000 students.

Applications—Application forms, duty statements and conditions of service may be obtained from: Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ with whom applications close on 15th April, 1977.

OVERSEAS Appointments continued

ITALY

THE ITALIAN INSTITUTE Via Spadari 1726, Milano Tel. 02/32012100. Further details required immediately and to September 1977. Telephone: 744112/744113

VALENCIA

THE INSTITUTE OF EDUCATION 100, Princes Street, London W2C 2PL. Further details required immediately and to September 1977. Telephone: 744112/744113

ITALY. Language schools in the Department require 121 teachers with experience in teaching English to children and adults. Applications to be sent to the Director of Education, Ministry of Education, Via A. Moro 20, 00187 Roma, Italy.

Administration Local Education Authority

DURIAM COUNTY COUNCIL SENIOR EDUCATION ADVISER FOR INFANT AND NURSERY EDUCATION. Applications are invited from suitably qualified persons for the post of Senior Education Adviser for Infant and Nursery Education. Further details and application forms may be obtained from the Director of Education, Durham City Council, Durham, D1 1LJ, on receipt of stamped addressed business envelope.

DURIAM COUNTY COUNCIL CAREERS OFFICER. Salary in excess of £3,127 in excess of £2,697 with a minimum of £2,097 plus supplement of £212 per annum. Car user allowance. Candidates should possess the following qualifications: a) a degree in Vocational Guidance or equivalent, b) a minimum of 5 years' experience in the Authority and have previous experience in a Local Authority Careers Service. Further details and application forms may be obtained from the Director of Education, Durham City Council, Durham, D1 1LJ, on receipt of stamped addressed business envelope.

EALING

London Borough of Ealing. The Director of Education is seeking for a Graduate with successful teaching experience to undertake the duties of a Head of School. The school will be a comprehensive school with a special provision for the education of children with special educational needs. The school is situated in a residential area and is a member of the Ealing Schools' Association. Further details and application forms may be obtained from the Director of Education, Ealing Education Department, Ealing Town Hall, Ealing, London W5 2AP, by closing date 15th April 1977.

HERTFORDSHIRE COUNTY COUNCIL. Applications are invited for the post of Assistant Director of Education. The post will be a full-time position and will involve the management of the County's educational services. The post holder will be responsible for the development and improvement of educational services and will work closely with the Director of Education. Further details and application forms may be obtained from the Director of Education, Hertfordshire County Council, Hertford, Herts. SG1 1EJ, on receipt of stamped addressed business envelope.

STRAITCHLYDE REGIONAL COUNCIL. Applications are invited for the post of Assistant Director of Education. The post will be a full-time position and will involve the management of the County's educational services. The post holder will be responsible for the development and improvement of educational services and will work closely with the Director of Education. Further details and application forms may be obtained from the Director of Education, Stritchlyde Regional Council, Stritchlyde, Wiltshire, on receipt of stamped addressed business envelope.

Saudi Arabia MARRIED COUPLE INFANTS/JUNIORS

A major international construction company is developing a large residential camp for expatriate workers employed on the Jubail Harbour Project, 55 miles north of Dhahran, Saudi Arabia. The camp will contain as part of its comprehensive facilities a school, one section of which will be for British and English speaking Arab children, numbering initially 20 in the age range 5-11. A married couple, able to share the teaching of these children, is required to take up duty by mid-April 1977. Imagination, initiative, flexibility, and the ability to work in an independent capacity are the qualities required.

TERMS: One year contract (renewable) not less than £7,500 per annum per teacher tax free, superb free furnished, equipped, air conditioned housing, terminal gratuity, economy class air passage London/Dhahran/London. Apply immediately with brief curriculum vitae for application form and further information to:

Correspondent JHP, c/o New English School, P.O. Box 8158, Hawail, Kuwait, Arabian Gulf

SULTANATE OF OMAN MINISTRY OF YOUTH AFFAIRS SPORTS ORGANISER

This new Ministry seeks a General Sports Organiser to join its coaching and sports organising team. Must be P.E. qualified, and should have administrative experience. Bachelor accommodation only in first year of appointment; appointee may be accompanied thereafter.

Salary, Omani Rials 270 per month (app. £5,250 per year tax free). Fifty days leave a year. Free accommodation, electricity, water and transport. Details from Central Council for Physical Recreation, 70 Brompton Road, London, S.W.3.

Applications by letter to be returned to Central Council for Physical Recreation by March 31, 1977.

KUWAIT THE ENGLISH SCHOOL - FAHAIKEL

An independent Primary School for mainly British children. TEACHERS REQUIRED FOR 1st SEPTEMBER, 1977

Immediate applications invited from adaptable single teachers of British nationality, aged 27-35 years, qualified in U.K. and having minimum of FOUR YEARS' recent experience for following posts:

- 1. Teacher, capable of thorough teaching of all subjects, except Music, to either upper INFANTS or LOWER JUNIORS, with enthusiasm for Art, Craft and Needlework.
2. Teacher of MUSIC, for all age-groups between 4 and 11 years, involving use of percussion, training of Choir, etc. Ability to teach FRENCH to JUNIORS also, a distinct advantage.

Desirable assets: Ability to drive and previous teaching experience abroad.

TERMS: Minimum salary, commensurate with experience, equivalent to £4,000 p.a. at current exchange rates. No Income Tax here at present. Free shared accommodation. National allowance. Free Medical cover and insurance. Recreational allowance. Local leave and generous summer vacation. Employer's portion of superannuation paid. Return air passage upon satisfactory completion of one-year contract, which could be renewable.

Letters of application stating personal details, qualifications and experience with copies of all testimonials held, names of two referees and recent photograph to be sent by Airmail to Miss S. M. Williams, Headmistress, The English School - Fahaiikel, P.O. Box 7209, Fahaiikel, Kuwait, Arabian Gulf, to arrive no later than 27th March, 1977.

UNITED WORLD COLLEGES LESTER B. PEARSON COLLEGE

CHEMISTRY TEACHER

Co-educational, international, sixth-form boarding school, preparing students for the International Baccalaureate. Requires recent graduate in Chemistry with full-time teaching experience at sixth form level. The College, situated on Vancouver Island, has students of over 40 nationalities selected on competitive scholarship basis. It is essential that applicants have interest and experience in boat-building, climbing, agriculture or other extracurricular activity.

Apply, with full curriculum vitae and names and addresses of two referees, to:

The Director, Lester B. Pearson College of the Pacific, R.R.1, Victoria, B.C., Canada V8X 3W9

Metropolitan Borough of Rotherham Department of Education ED. 5

Assistant Education Officer Administration and Resources

Salary scale, 63 per cent of N.J.C. £6,966 by £162 (3) to £7,482 plus £312 p.a. supplement. Responsible to the Director of Education for Committee work and Government and Management of Schools, communication and reception, financial estimates and entries, and wages, staffing and administration of the Education Department. School Meals. Applicants should have considerable administrative experience at a senior level in Local Government. Essential car user allowance. Assisted Car Purchase Scheme.

Closing date, March 18, 1977. Application forms and further details available from Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2ES. Telephone Rotherham 63411 ext. 25. B. W. Ellis, Director of Personnel Resources.

Are you a Teacher? Looking for a job with a difference?

We are looking for an expert—a qualified teacher who will take with other teachers, advisors, school youth and community groups as a HEALTH EDUCATION OFFICER. This is a new and exciting field of work concerned with the preventative aspects of health and social problems—a challenge all the way. Salary £3,848 rising by annual increments to a maximum of £4,056 per annum with good prospects and advancement after further training.

Job descriptions and application forms are available from the Area Personnel Officer, Royal Halifax Infirmary, Free School Lane Halifax HX1 2YP. Closing date March 18, 1977.

AREA HEALTH AUTHORITY Calderdale

MEDIA RESOURCES OFFICER

Salary Trench 4 £3,993-£4,299 p.a. including London Weighting and supplement required at Deansfield Teachers' Centre, South Tynhill which opened in September, 1974. The Media Resources Department is now fully established, and plays an important role in the Borough's Education service. An important role in the successful applicant will be responsible for the operation and maintenance of audiovisual equipment, dovetailing the preparation and use of resource materials, and in organising and running courses and working sessions. Applicants should have appropriate qualifications and experience and the imagination and initiative to promote the continued development of the department.

Application forms and further particulars from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 3UW, telephone 0295 8011, ext. 358, quoting Reference E/26/1956. Closing date 29th March 1977.

LONDON BOROUGH OF WILLOWDON Education Department EDUCATION WELFARE SERVICE

SENIOR EDUCATION WELFARE OFFICER

Applications are invited from experienced social workers for the post of Senior Education Welfare Officer. The officer appointed will be accountable to the Principal Education Welfare Officer and will be responsible for the supervision and work of three Education Welfare Officers based in an area office in the Northern part of the Borough. The team serves a group of schools with approximately 20,000 pupils on roll. The post is a demanding one and applicants should be energetic and have qualities of team leadership and an understanding of the role of social work in an educational setting. Applicants should preferably possess the C.O.S.W. in Social Work and hold a current clean driving licence. An essential user car allowance is payable.

Salary Scale: AP4 (£3,963 per annum-£4,269 per annum including London Weighting and flat rate supplement).

Applications, in writing, giving details of age, qualifications, present post and other relevant experience to the Director of Education (PWO), Taberner House, Park Lane, Croydun CR9 1TP, by closing date 25th March, 1977.

KENT County Council Education Department

Chief Administrative Officer (SO1)

£4,239-£4,545 plus £312 supplement and £180 Inner Fringe Area Allowance, at North West Kent College of Technology, Dartford and Gravesend. Previous Local Government and/or appropriate experience at a responsible level is essential. Job description and application form returnable by 25th March from the Clerk to the Governors (Ref. NWKCT/CAO), Divisional Education Office, Essex Road, Dartford, telephone 24841, ext. 24.

Social Services Department COUNTY DAY CARE ORGANISER (Under Fives)

Post D.22 £4,239-£4,992 plus £312 supplement per annum.

The County Organiser is based at the Ipswich Headquarters and is responsible for: (a) Organising and developing the Department's day care facilities for under fives, primarily through playgroup, child minder and day nursery facilities. (b) Co-operating with colleagues in Education, Health and Voluntary Organisations to improve standards of care. (c) Giving guidance and support to Divisional Playgroup Organisers. (d) Developing training opportunities for playgroup workers and child minders.

Applicants should have extensive experience with young children, preferably in the playgroup, nursery and child minder fields. Organisational, administrative and report writing abilities are also necessary. Car is essential in the performance of duties. Application forms (returnable within 14 days of this advertisement) from the Director of Social Services, Suffolk County Council, Rope Walk, Ipswich, IP4 1LJ. Informal enquiries to Julia Gilkes, Tel: Ipswich 55001, Ext. 294.

Suffolk County Council

Assistant Education Officer (Primary and Special) Post ED.5

P.O.2(4) £6,488-£7,161 (including London Weighting and Pay Supplement)

Commencing salary according to qualifications and experience. Applications are invited for this key post in the Schools Branch of the Department from candidates with a good degree, varied teaching experience and administrative experience with a local education and administrative responsible for the supervision and work of three Education Welfare Officers based in an area office in the Northern part of the Borough. The team serves a group of schools with approximately 20,000 pupils on roll. The post is a demanding one and applicants should be energetic and have qualities of team leadership and an understanding of the role of social work in an educational setting. Applicants should preferably possess the C.O.S.W. in Social Work and hold a current clean driving licence. An essential user car allowance is payable.

Application forms and further details may be obtained from and are returnable to John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Wood, Essex IG1 1NN, not later than 23rd March, 1977.

Redbridge London Borough

SENIOR CAREERS OFFICER (Specialising with the handicapped)

Salary £4,110-£4,360 Plus Supplement £312 per annum. Senior Careers Officer (Special Services) required to be responsible for work with handicapped young people. Applicants must have had several years experience as a Careers Officer. The Council offer 100% removal expenses, legal and estate agents fees up to £300, and lodging allowances. Application forms and further details available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, Ealing, W5. Forms to be returned within fourteen days of the appearance of this advertisement.

Ealing London Borough

EDUCATION DEPARTMENT SENIOR EDUCATION WELFARE OFFICER

Salary £3,963-£4,299 p.a. inclusive. Applicants should be suitably qualified and able to take charge of an office where there are four other Education Welfare Officers. Application form and further details from Director of Education (Ref: FJG), Regal House, London Road, Twickenham, TW1 3QB (01-892 4466, ext 210), returnable by 25th March, 1977.

LONDON BOROUGH OF ENFIELD EDUCATION COMMITTEE SOUTHGATE TECHNICAL COLLEGE

Principal: W. A. G. Enston MA CEng FIMechE FRSA. Required from May 2, 1977, or as soon as possible thereafter.

Chief Administrative Officer and Clerk to the Governing Body

Salary Scale (including London Weighting) PO Grade 1 (points 3-7) £5,277-£5,882. This scale is subject to a £312 per annum addition. Further details and application forms may be obtained from the Principal, Southgate Technical College, High Street, LONDON N14 6BS on receipt of a a 0 which should be marked clearly with the Job Reference (578) in which case no letter is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

HARINGEY DEPUTY CHIEF EDUCATION OFFICER

£8,900 to £9,400 per annum. Applications are invited for this post which falls vacant on 30 June 1977 on the retirement of the present postholder. Generous assistance with the cost of moving house. Application forms and further details, including a job description and information about the Haringey Education Service from the Chief Education Officer, Bomberston Road, Tottenham, N.17. Telephone 01-898 4500, Ext. 123. Returnable by 18 March 1977.

ADMINISTRATION Local Education Authority continued

WEST MIDLANDS

ARE YOU INTERESTED IN MUSIC & DRAMA?

Applications are invited for the post of Director of Music & Drama...

Application form and job description available from the Personnel Officer...

General

ROYAL SOCIETY OF ARTS EXHIBITIONS

Applications are invited for the post of Assistant Secretary...

RUGBY FOOTBALL UNION

Applications are invited for the post of Secretary...

Director CRAC Insight Programme

Are you concerned about young people's attitude to industry and commerce?

Do you have a business background at senior level, considerable experience of tutoring on varied aspects of management...

CRAC

THE ASSOCIATED EXAMINING BOARD for the General Certificate of Education

ADMINISTRATIVE OFFICERS

Because of expansion and restructuring, the Associated Examining Board now wishes to make a number of new appointments to the post of ADMINISTRATIVE OFFICER...

- (1) English (Modern II), Drama, European Studies, American Studies and some involvement with English (Modern I)...

In posts 6, 7 and 8 the Administrative Officer will assist the appropriate Assistant Secretary who will retain the overall responsibility for the subjects concerned.

The appointments will be on the following salary scales: Administrative Officer Scale 1 from £4,811 by seven annual increments to £8,238 per annum...

Further details of the posts, together with an application form, may be obtained from the Personnel and Services Manager, the Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1HQ...

Administrative Officer Scale 11 from £3,333 by eight annual increments to £5,015 per annum. (Aligned with the Association of University Teachers' Scale points 8-13.)

Librarians

CHESTER

Applications are invited for the post of Librarian...

STAFFORDSHIRE

Applications are invited for the post of Librarian...

PLYMOUTH

Applications are invited for the post of Librarian...

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION

MATHEMATICS (MODERN) ORDINARY LEVEL

Applications are invited for the post of Examiner...

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MATHEMATICS (MODERN) ORDINARY LEVEL

ANCILLARY SERVICES

APPOINTMENTS

Applications are invited for the post of Librarian...

SURREY

Applications are invited for the post of Librarian...

MISCELLANEOUS

PLAY LEADERS

Applications are invited for the post of Play Leader...

NATIONAL COACH

Applications are invited for the post of National Coach...

CAMBRIDGE

Applications are invited for the post of Librarian...

EASTBOURNE

Applications are invited for the post of Librarian...

OXFORD

Applications are invited for the post of Librarian...

AVON COUNTY

Applications are invited for the post of Librarian...

CUMBRIA

Applications are invited for the post of Librarian...

DORSET

Applications are invited for the post of Librarian...

COMPREHENSIVE SCHOOLS

Applications are invited for the post of Librarian...

LAKELAND TRAINING

Applications are invited for the post of Librarian...

LONDON

Applications are invited for the post of Librarian...

Applications are invited for the post of Librarian...

Hertfordshire County Council

EDUCATIONAL PSYCHOLOGISTS

Applications are invited for the post of Educational Psychologist based at Watford. The salary offered will take account of qualifications and experience.

Salary on Southbury scale, £4,212 to £6,972 plus £150 fringe area allowance.

BBC recherche

REDACTEURS-SPEAKERS

pour émissions en français vers l'Europe et l'Afrique. Contrats à court terme. Traduction rapide et précise d'anglais en français.

Recruitment Officer, BBC, P.O. Box 76, Bush House, Strand, London WC2B 4PH. Telephone 01-240 3456, Fax 2898.

BBC

City of Peterborough

PLAY ACTIVITIES OFFICER

Salary: up to £3,282 plus £312. To work on and off the site in co-operation with the local play committee and other agencies to develop a wide range of children's play opportunities.

Public Notices

EUROPEAN FOLK DANCE

LAKELAND TRAINING GROUP

TIMES NEWSPAPERS LIMITED

EDITOR TIMES ATLASES

TIMES BOOKS, the publishing imprint of Times Newspapers Limited, requires an Editor, aged 27-37, with editorial and publishing experience in reference books, to be responsible for the editorial aspects of Times Atlases.

THE UNIVERSITY INSTITUTE OF EDUCATION GEOGRAPHY DEPARTMENT

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EDUCATIONAL COURSES continued

MENTAL HEALTH (National Association for Mental Health) COURSE IN PSYCHOLOGY AND PSYCHOPHYSIOLOGY (London College, London) ... NORTH YORKSHIRE (County of) CHRYSLER COLLEGE OF ADULT EDUCATION ... SOUTH DEVON (County of) A LEVEL BIOLOGY COURSE ...

SPRINT MEDITATION COURSE (Spiral practical course in Buddhist philosophy, psychology and meditation) ... THE JOINT SLIP POTTERY COURSE (Individual work in pottery) ... AWARDS AND SCHOLARSHIPS (MILL HILL SCHOOL, BRISTOL POLYTECHNIC) ...

PERSONAL ANNOUNCEMENTS (AGENCY REQUISITES, FUNDS, A PRIVATE ADVANCE, ENHANCED MORTGAGES, FOR LOANS AND MORTGAGES, SHRI MEDITATION COURSE) ...

ADVANCED DIPLOMA IN ART EDUCATION (PART-TIME) (Teachers, lecturers and advisers are invited to apply for this new course) ...

Brighton Polytechnic (Application forms and further information may be obtained from The Registrar (R194), Brighton Polytechnic, Moulsecomb, Brighton BN2 4GJ)

FLYING TO NORTH AMERICA (Project Guide to North America) ... FRANCE (Caring courses in France) ... HOLLAND (1,000 Teaching Hours) ... HOTEL REINA ISABEL (Spain) ... HOTEL SABA (Spain) ... MR. CANTERBURY (London) ... SELF CATERING (London) ... ENGLISH TEACHERS (London) ... WEST COAST (London) ...

EXHIBITIONS (BRITISH DRAWING - Claude Lorraine) ... ATTENTION GROUP (HARROW HOUSE) ... BARGAIN HOLIDAYS (ITALY AND SPAIN) ... DISCOVER THE CANALS (Specialists in Inexpensive Educational Courses) ...

HOLIDAYS AND ACCOMMODATION (ATTENTION GROUP HARROW HOUSE) ... BARGAIN HOLIDAYS (ITALY AND SPAIN) ... DISCOVER THE CANALS (Specialists in Inexpensive Educational Courses) ...

ON RETAIL PRICES (Retail prices brochure) ... FAR FROM THE MADDOCK CROWD (THOMSON SMALL AND FRIENDLY) ... LOW KEY COUNTESS (THOMSON SMALL AND FRIENDLY) ...

ADVANCED DIPLOMA IN ART EDUCATION (PART-TIME) (Teachers, lecturers and advisers are invited to apply for this new course) ...

FIELD STUDIES (MOUNTAINCHAAT) ... FLYING TO NORTH AMERICA (Project Guide to North America) ... FRANCE (Caring courses in France) ... HOLLAND (1,000 Teaching Hours) ... HOTEL REINA ISABEL (Spain) ... HOTEL SABA (Spain) ... MR. CANTERBURY (London) ... SELF CATERING (London) ... ENGLISH TEACHERS (London) ... WEST COAST (London) ...

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Retreat into nostalgia

Robin Wood on 'The Last Tycoon'

The interest of The Last Tycoon is due entirely to the fact that it is, discernibly, the work of a director of some distinction, while remaining the sort of movie usually entrusted to a director of none. The faithful adaptation of a respected American literary classic, with an all-star cast and a huge budget, tends to be the least interesting of all Hollywood genres, because inevitably dominated by the studio, by concern for prestige, by reverence for the original, by the general entangling sense of the "cultural" enterprise: any personal creativity derived from the source that manages to manifest itself does so only as through a glass darkly. The Last Tycoon falls by and large into this pattern; archaic and inflated, another Hollywood white elephant, it is not an easy film which to sustain any intense interest. Yet it offers certain pleasures; it is not, like the recent Great Gatsby, appalling, and this is certainly because it was directed by Elia Kazan.

Fine types

Michael Young

It's a great pleasure to arrange fine type and still finer artistry to convey the spirit of your message. This was the slogan of the Curwen Press, established just after the First World War by Harold Curwen as a jobbing printing firm which became renowned for its patient, expert and delicate production. Curwen encouraged his clients to use the services of the best available artists; Graham Sutherland and Paul Nash worked for him. The Curwen Studio, set up by Timothy Simon in 1959, developed as an off-shoot to the Press to improve the latter's editing facilities. On what today seems an absurdly limited budget, Simon established a lithographic studio along Parisian lines which was to command the respect of artists like John Piper, William Scott and Henry Moore. The exhibition, which celebrates thirty years of the Curwen Studio through the Institute of Contemporary Arts, traces in original drawings, books and prints the history of both Press and Studio. Henry Moore is one of the major artists who have been attracted to the Studio. One of his works is a powerful study of his own branding and frustrated hands. The original drawing was done when Moore, because of a broken ankle, did not have the strength to work on sculpture. Three stages of the work are seen: the original crisp black and white drawing, a zinc plate, and the final lithograph which has been overprinted in two tones of grey. The artist and craftsman becomes a contributor factor in the aesthetic development of the artist's original conception.

Fruitful partnership

Brian Hill reports on a new, international multi-media EFL course for adults

Teachers of English as a foreign language have for many years had access to the broadcast which was a world-wide from the English by radio and television unit of the BBC. Walter and Connie and Slim John are familiar characters for millions of foreign viewers and the fully radio broadcasts, from beginners to advanced level, are regarded from Peking to Calais. Other countries, notably Sweden and Germany, have also produced many radio and television courses to support the teaching of English. Recently the Council of Europe has given high priority to establishing norms and levels for language teaching in general and English in particular. One of the first major fruits of this effort will be the production of modern materials (radio, television and text) based loosely on the pattern developed here for the DVV, an organization which has particularly of adults. The radio and television course, named for the present Number One will be produced by the BBC, the Deutscher Volkshochschulverband (DVV) will extend throughout Europe and the hope was to be the launching of a German television company and partly because of the interest in DVV, an organization which sponsors and controls adult education, 1,000 institutions throughout Europe. The DVV organizes certificate courses which are accepted by 22 members of the Council of Europe.

Little adults or animated toys?

Tony Howarth on childrearing

Soviet divide a child's first day at school was the occasion for the local party boss to harangue the kids about setting out on the great journey into the land of knowledge before he had the strength to work on sculpture. Three stages of the work are seen: the original crisp black and white drawing, a zinc plate, and the final lithograph which has been overprinted in two tones of grey. The artist and craftsman becomes a contributor factor in the aesthetic development of the artist's original conception. Between times, little Johnny had turned up for his first day at a London primary school in an environment for individuals which neatly illustrates why Mr Callaghan should have called for a debate on what we think we are up to in this country. In the third programme, Professor Bronfenbrenner opened up the sensitive question of how parents should cope with responsibility for the lives they create. "Part-time parent: full-time job" begins in Sweden, where the emphasis on adults being left free to be adults before having their very young child in a safe for 10 or 11 hours a day in the charge of parent-substitutes. Of course, that practice is not peculiar to Sweden, but compare it for effects with the kibbutz, where, although children sleep and have most of their meals in their own quarters, five hours of each day are set aside as family time. The fourth programme, "Mummy, Daddy, Lenin and Mao", will look at Russian and Chinese modes of parental responsibility, or of abdication from it. The fifth, "Goals For The Future" will deal with what we are coming to expect as the inevitable effects on the family of materialistic, industrialized societies—breakdown, trauma and violence. There are a further 10 programmes to follow, each dealing with the physical, emotional and educational development of children, and with the practical problems of parents. Professor Bronfenbrenner has already set the tone—a witty pragmatism which is not much impressed by dogma or slick theory. It is to be hoped that the rest of the series maintains that standard.